

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED002106		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Spivey, Lenore W.						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: Let's Have a Good Nursery-Kindergarten						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: N.A.						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN Community Service Org. Foundation, 125 St. Harbor Bluff Dr. City, State Largo, Florida Tele. EXT. INST/LOC CODE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE Community Service Foundation, 125 Harbor Bluff Drive, Largo, Florida				OTHER ERIC REFERENCES:			
10. VOL. N.A.	11. PAGES N.A.	12. MO./YR. N.A.	13. TOTAL PP. 117			ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR Curriculum Guide			
16. INDEXING TERMS (8-12)		curriculum		school community relations		art education	
preschool education		music education		physical education		science	
elementary education		scheduling		nursery school		health	
discipline		language arts		kindergarten		safety	
17. ABSTRACT (MAX. 250 WORDS)							
General pointers on a nursery school and kindergarten program for young children are given. Subjects dealt with are: characteristics of two- to five-year-olds; discipline problems; the curriculum and the teacher's relationship to it; scheduling; subject areas of art, music, language, dramatic play, nature, and outdoor play; health, sanitation, and safety; routine activities; and home-school relationships. The needs of children at the various age levels are discussed. The teacher can satisfy these needs and develop certain skills and habits through the use of specific teaching techniques and the inclusion of relevant experiences and activities. Specific directions and curricular suggestions are given in each of the subject matter areas. The aim of art education for the preschooler is to stimulate creativity. Directions are given on the use of different media and how they can be made inexpensively by the teacher. Recommended books, records, and instruments are suggested for use in musical activities. The activities of talking, listening, looking up information, dramatic play, and reading are discussed; suggested books are listed. Children are exposed to the rudiments of science by taking nature walks, planting things, and caring for animals. Suggestions are given on how to organize nature and science experiences.							
ERIC No. 16. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
						PROJECT NO.	
				22. TOTAL COST OF PROJECT			
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education 3	

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LET'S HAVE A GOOD NURSERY-KINDERGARTEN

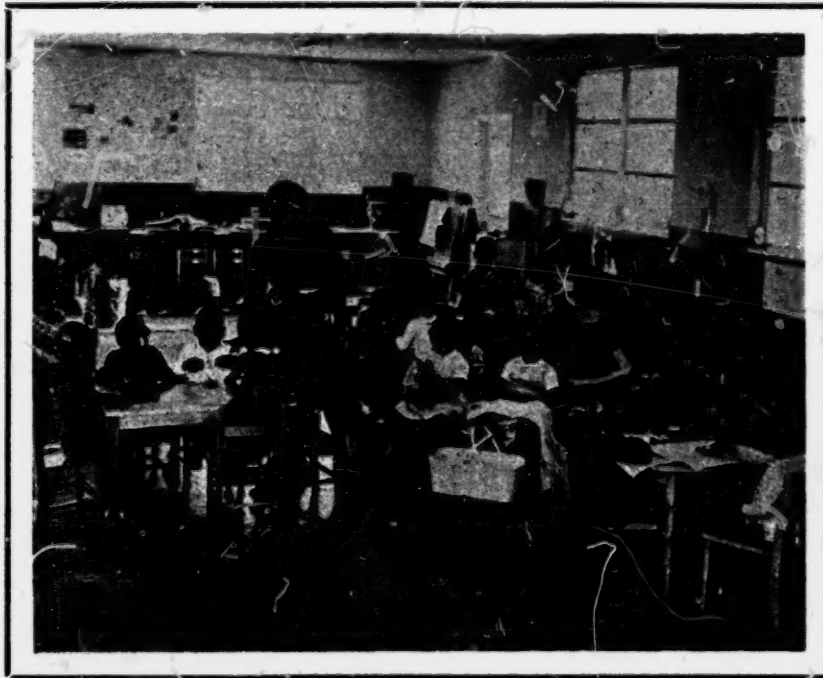
*Program
for Young Child*

By

LENORE W. SPIVEY

Drawings by

Lillian Kelsey Stellmach



COMMUNITY SERVICE FOUNDATION

125 Harbor Bluff Drive

Largo, Florida

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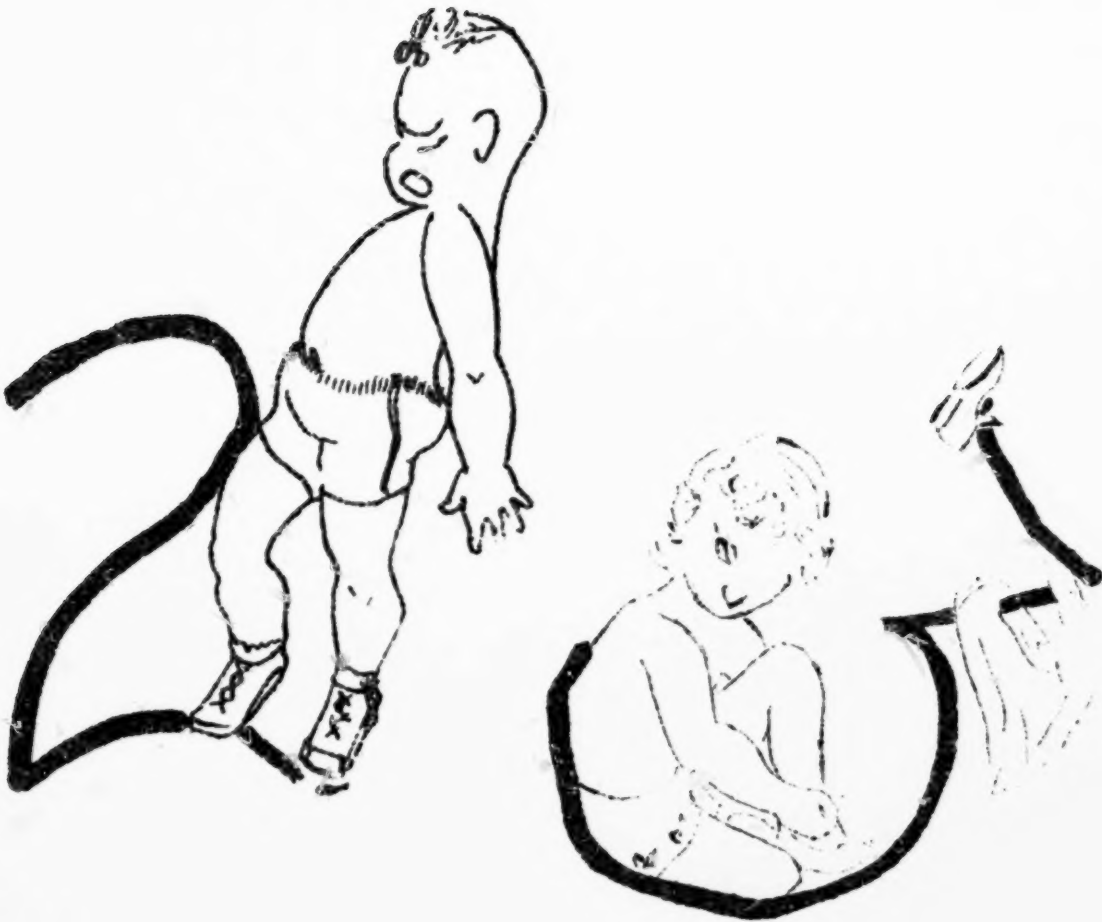
COMMUNITY SERVICE FOUNDATION

125 Harbor Bluff Drive

Largo, Florida

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13. Can understand "taking turns" with toys and games, but may not always be ready to do so.
14. Still cries and hits sometimes to get his way.
15. Makes rhythmic chants while playing.
16. Dawdles.
17. Still spills some and should be helped when help is needed.
18. Helps put away toys.
19. Loves pets and wants to help feed them. Likes to play animal.
20. Likes modeling clay and sand box.
21. Usually accepts positive suggestions from grown-ups.

THE FOUR-YEAR-OLD:

1. Is very active and has good control of large muscles. Smaller ones develop more slowly.
2. Speaks in four and five word sentences, and rambles in conversation. Asks many questions.
3. Likes to play with 3 or 4 other children, talks a lot, and gets "out of order" easily.
4. Is often bossy and boastful and calls names. Experiments with "bad" words.
5. Goes to the toilet alone, but needs to be reminded.
6. Likes to share activities and experiences with other children.
7. Makes strong friendships. Often tries to exclude others from group.
8. Is interested in things outside the home and school and "acts them out."

Characteristics 4

9. Is able to paint purposefully, making some designs and pictures.
10. Has increased interest in music. Dances and loves rhythm instruments. Likes to "act out" songs and can sometimes carry a tune.
11. Can listen to stories for longer periods of time. (10 minutes in group - longer alone.)
12. Builds houses, bridges, etc., with blocks, working with other children.
13. Talks too much at meal time.
14. Likes to "find out", asking "how" and "why."
15. Can pitch a ball.
- 16.. May sometimes cry or use force to get his way, but is getting over this.
17. Dawdles.
18. Puts away his toys very nicely, if not too tired or rushed.
19. Likes to go on trips of exploration.
20. Enjoys poetry.
21. Makes excuses and confuses truth and falsehood.

THE FIVE-YEAR-OLD.

1. Can hop, skip, and turn somersaults.
2. Uses wagons with ease.
3. Likes to cut and paste and draw.
4. Loves to dress up.
5. Prefers playing with other children, especially in activities like building houses, etc.
6. Is quite skillful in handling tools and utensils.

CHARACTERISTICS OF CHILDREN

WHAT NURSERY-KINDERGARTEN CHILDREN ARE LIKE

Every teacher and staff member in a good nursery-kindergarten must know what to expect of each age-group under her care.. She cannot handle the children properly, use good discipline, or plan a good program unless she understands the abilities and needs of each group. Here are some pointers to guide you.

THE TWO-YEAR-OLD

1. Runs, jumps, climbs, but does not always have good balance.
2. May speak in two or three short sentences at a time. The two-year-old speaks usually in only words.
3. Often says "no" when asked to do something. (Usually responds to positive statement - "We're putting the blocks away now")
4. Cannot stay interested in one activity for more than 5-10 minutes.
5. Tries to undress himself, but needs help.
6. Is learning to control bladder and bowels, but has accidents.
7. Likes to play by himself, but is interested in other children.
8. Likes to be with grown-ups.
9. Treats other children as if they were objects, hitting and biting.
10. Quarrels with other children.
11. Likes to paint on big sheets of paper.
12. Likes music. Learns short songs, "dances" and responds spontaneously to music and rhythms.
13. Likes books, hearing short stories and talking about and pointing to pictures.
14. Shows an interest in nursery rhymes.

15. Piles blocks in stacks and in rows.
16. Fills pails, dishes, etc., with sand, blocks, water, etc.
17. Enjoys rocking objects.
18. Seldom knows when he is over-tired or over-stimulated, and may need help in relaxing.
19. Feeds himself, but spills quite often - needs "finger foods".

THE THREE-YEAR-OLD:

1. Speaks in three-or-four-word sentences.
2. By the time he is three-and-a-half, he does not say "no" so much. Co-operates better.
3. Is interested in children, adults, and things.
4. Can undress himself and tries to dress, but needs help.
5. Can go to a small toilet by himself. Seldom wets his clothes.
6. Plays nicely with a few other children, but also likes to play alone, or beside rather than with children.
7. Is interested in anything new, but may be hesitant about new routines.
8. Likes stories, especially familiar ones and those about himself.
9. Can learn several songs, but does not usually carry a tune.
10. Likes musical and rhythm instruments, and tries to keep time.
11. Likes painting. Puts one color on top of another, covering the whole page and making designs.
12. Makes things out of blocks, and uses other objects along with blocks.

7. Is reliable and independent in short, specific assignments.
8. Likes to hear and tell stories.
9. Is serious, asks serious questions, which should be answered.
10. Is sure of himself and dependable.
11. Washes and dresses himself and likes to help with chores.
12. Plays well with others, but he can play alone too.
13. Likes to finish what he is doing.
14. Cannot always tell the difference between fact and fancy.
15. Can learn right and left hands.
16. Is usually obedient and dependable, but "experiments" with truth.
17. Likes to protect and help younger children.
18. Likes to be liked.
19. Is beginning to be polite.
20. Likes to collect things and show off what he collects.

Although children are alike in many of the ways mentioned here, we must remember that each child is different from the others of his age in some ways. Each child has his own pattern of growth in body, mind, and emotions. One three-year-old may be taller than another. Another may learn more quickly. And still another may behave in a different way. Also, it is good to remember that girls develop faster than boys. We must not expect every child, therefore, to act like all the others in his group. Remember to treat each one as a person with his own likes, dislikes, and abilities. Remember, too, that the home training of each child is different, and this influences his behavior and ability.

These age-characteristics are frequently overlapping. For instance, a four-year-old may still have many three-year-old characteristics, or a five-year-old may act younger at times.



DISCIPLINE

IS DISCIPLINE NECESSARY?

Everyone must have discipline, adults as well as children. Laws, social custom, and moral conscience control adults. Sometimes people discipline themselves, but sometimes laws are necessary. All their lives people are being disciplined in some way.

WHAT IS DISCIPLINE?

The best kind of discipline is self-discipline. If people could always learn the right thing to do and then make themselves do it, we would have a perfect world. If children could be taught to do that, the world would soon become perfect. Of course we cannot expect perfection, but we can work toward it.

Our methods in disciplining children, as in everything else we do, should be teaching methods.

How Can We Do This? By punishment? That depends on what we mean by punishment. Again - people are punished all through their lives in one way or another. If a man is mean or rude or thoughtless toward his neighbors, he is punished because they avoid him. If he is a careless driver, he may be punished by having a bad accident. If he disobeys laws, he is punished by fines or imprisonment or even death.

There is much discussion about methods of punishment of adults as well as children. Our greatest thinkers on the subject say that adults too should be punished only by methods that teach or reform. It is much more important to punish children, who have so much to learn, by methods that teach.

Will Physical Punishment Teach Them? If we make a habit of spanking, slapping, or switching a child when he does wrong, we are teaching him only fear. He is not learning to discipline himself but to avoid getting caught. We are making him fearful and crafty.

Will Punishment Which Illustrates Cause and Effect Teach Them? Let's take an example. Jimmy liked to be with other children, and his favorite activity was finger painting. But he daubed colors on the smock and picture of the child next to him. When his neighbor objected, the teacher moved Jimmy and his easel to a corner away from the others. He daubed the wall. The next day he was not allowed to use the paints but was required to try to remove the paint from the wall. On the third day he was content to use the materials as they were intended to be used.

The teacher praised his efforts and showed his picture to everybody. The next day Jimmy was back with the group.

This child learned (1) that he can do what he likes only if he respects the property and rights of others; (2) that by showing this respect he could enjoy himself and gain the respect of others. Jimmy was separated from the group but he was busy. If he had been spanked or made to sit idly in a corner, he would not have learned, because there would have been no connection between his punishment and the offense. He would have said to himself, "I can't do anything right, so I won't try." By the teaching method he learned "I can," not "I can't", and that is very important to a small child trying to learn. Also, Jimmy came through this punishment liking, instead of hating his playmates, his school, and his teacher, and that is important.

WHAT KIND OF ATMOSPHERE HELPS CHILDREN LEARN?

When children like and respect their teachers, they are guided by them. When teachers like and respect children, the children treat each other with trust, liking and respect. Where there is trust instead of fear, there is learning atmosphere.

Children know they need rules. But they should be lead to discuss rules with the teacher so that they will understand them. They should even help in making them. A good teacher will select recent incidents which the children remember, when helping them to make rules.

Even after all this, a child will sometimes feel that he has been unfairly treated. A wise teacher will not only enforce a rule, but will also talk it over with the child, allowing him to express himself, but guiding and teaching him as well.

WHAT DOES "PERMISSIVENESS" MEAN?

We hear a lot these days about being permissive. Some teachers and many mothers think it means always giving permission or letting the child do as he pleases. To do this would be unfair to the child, the adult, and the group.

Permissiveness means freedom with controls. It is freedom of the child to be himself, but he must consider the feelings, rights, and property of others.

It is not bossiness. Children must explore in order to learn. Some adults constantly say, "No" or "Leave that alone", or "Stop that". Some continually slap the hands, spank, or use a switch as a way of saying "No".

If this is done too much, a child will say to himself, "Why should I think or try to learn?" or "I'm always wrong. What's the use?" or "I'll get a spanking no matter what I do." Perhaps this child learns, but he learns from fear, not from understanding.

It is not indulgence. If a child is allowed to do anything he wants to do without control, he is not learning that all through life he must follow rules or laws. Children want to know definitely what they may and may not do. They know they are not able to decide for themselves without guidance. Without control they feel insecure and uncertain.

After rules are made, they must be observed. The teacher should not ignore rules one day and enforce them the next.

Permissiveness, then, does these good things:

1. Gives permission wherever possible without removing control. This allows the child to develop, to be himself, but teaches him to get along with others.
2. Uses an understanding of the needs of each age group and each child.
3. Bases rules on the good of the child and the group, not on the convenience of the teacher or parent.
4. Makes the rules clearly understood and enforces them.
5. Teaches through understanding, not through fear.

DISCIPLINE IS ESPECIALLY IMPORTANT IN NURSERY-KINDERGARTEN.

Knowing that good discipline is self-discipline, we know that the place to start is in the Nursery-Kindergarten. Unless a child learns here to control himself, to get along with others, he will probably "get a bad start" in elementary school.

A child must learn here to share with others. He shares, not only things, but also experiences, pleasant, and unpleasant. It is the teacher's job to see that most experiences are pleasant, but that the unpleasant ones teach.

SOME IMPORTANT STEPS IN DISCIPLINE:

1. Never make a child feel rejected. Make him feel loved and accepted. Let him know you like him, even if you don't like the things he has just done.
2. Let a child know you understand and accept his feelings. Say, "I know you feel like hitting people today, but I cannot let you hurt other children."
3. Provide a release for "bad" feelings. Let a child who wants to pinch or hit "take it out on" modeling clay or the peg board or bean bags. If he wants to bite someone, let him bite a rubber doll or a roll of newspaper. If he must kick, give him a football. If he throws stones, give him a ball.
4. If possible stay with a child while he vents his feelings on things in place of people. Tell him it's all right to pinch clay, but not people.

OTHER THINGS TO DO: Here are some helpful suggestions:

1. Try to prevent disciplinary problems by building the right attitudes.
2. Enjoy children and see that they enjoy you. It is much easier for children to behave well if they like you. They like people who are:

warm	understanding
cheerful	sparkling
sympathetic	enthusiastic
patient	loving
firm (without being bossy)	willing to listen

You probably possess most of these qualities. Allow the children to see them in you, to see the real you. If you do, you will find them much more likely to be "good".

3. Keep children busy. Remember the proverb, "The Devil makes work for idle hands." Children especially are more likely to get into mischief if they have nothing to do. Sitting still too long is not only very bad for their health, but is also very hard for them. Idleness stops development, prevents learning, defeats the whole purpose of a Nursery-Kindergarten.

4. Although punishment is sometimes necessary, remember that sometimes the opposite of punishment is best. Give a trouble-maker a responsible job like watering plants, feeding gold fish, helping pass things. Then praise him highly. This usually works like magic.
5. Avoid becoming angry. Anger prevents good discipline. It is "hard to take" when a child defies you or says things that offend you. But remember you are an adult and have already learned more self-control than a child has had a chance to learn. You cannot "think straight" when you are angry, and thinking about why a child "acts that way" is the basis of good discipline.
6. Know what children can do at each age level, and do not expect more of him than he can do.
7. But remember that no two children are the same. It is sometimes necessary to set different standards for different children.
8. Be sure that children usually have a feeling of success, not failure or disgrace.
9. Avoid asking little children to compete or enter contests.
10. Be consistent. Apply the same standards and rules at all times.
11. If necessary show disapproval of a child's actions, but not of the child himself. If he feels disgraced, let him know you still love and trust him.
12. Remember that everything that happens to a child makes an impression on him. Give him a chance to have many fine, wholesome experiences.

THINGS NOT DO DO:

1. Never talk about a child in his presence or his hearing.
2. Never ridicule a child. Laugh and have

fun with him, but don't laugh at him.

3. Never shout at a child or handle him roughly. ..
4. Never frighten a child.
5. Never deceive a child or make promises you cannot keep.
6. Never show that you like one child more than another. We are human. We can't help liking one person more than another, but we can help showing it.
7. Never offer a choice when the child has no choice. Don't say "would you like to climb up onto your cot now?" Say, "It's time for your nap. Take your shoes off now."
8. Never compare children. That makes them dislike each other.
9. Never bribe a child, promising him something in return for being "good".
10. Never threaten a child. But if you do slip up and do so, carry it out.
11. Never say "no" and then change your mind because the child "makes a scene".
12. Don't ask double questions. Ask just one at a time.
13. Avoid propelling or gently pushing children by head or shoulders.
14. Speak in a normally soft voice. If you raise your voice, the children will too.
15. Never take your own feelings out on a child.

When the State of Florida operated Kindergartens, it said this in regard to discipline: "The children in a group day care program shall be disciplined in a constructive (teaching) manner. They shall not be subjected to punishment which is severe, humiliating (embarrassing) or frightening. Punishment shall not be associated with food, rest, or toileting."

DEVICES THAT HAVE BEEN HELPFUL.

1. The use of a whistle, a bell, or a chord on the piano, to get their attention when you want to speak to the whole group. They like bells, whistles, and music.
2. If you say "sh" to get attention, have the children say "sh" too.
3. The use of a light rope to keep them in line when walking in streets or other dangerous places. Each child holds the rope as mountain climbers do.
4. Stoop or sit down to a child's height when talking to him.
5. Little exercises that prepare children for various activities are a help. This applies especially to listening, training them to observe stop and go signals or stand up and sit down signals from the piano. (High notes mean stand, low notes mean sit.) Other such devices will come to you as you go along.

The most important thing is - - never forget that discipline is a teaching process, as is every part of the Nursery-Kindergarten program. Ask yourself often if the thing you are doing is helping in the progress of development. Are you teaching self control?

The following quotation by Naomi Gay from Our Children, published by the Children's Home Society of Florida, will be helpful to teachers as well as parents. Just substitute the word "teacher" for "parent" and "children" for "child" while studying this:

THE BEATITUDES FOR PARENTS

Blessed are you when God gives you a child,
For then you are numbered among the fortunate.

Blessed are you when your child sees beauty,
love and loyalty in you.
For he will develop these characteristics and
you will be blessed.

Blessed are you when your child confides in you,
For then you have established a relationship
that makes you a good parent.

Blessed are you when your child can trust in you,
For he will live that others may trust in him.

Blessed are you when you are able to understand
your child,
For with understanding and affection you will
give him the feeling of security.

Blessed are you who set a good example for
your child,
For then you have the determination to make a
better parent.

Blessed are you when you do not demand perfec-
tion in your child,
For with proper guidance he will develop the
traits and habits that lead toward perfec-
tion.

Blessed are you when you grow up with your
child,
For through laughter, fellowship and fun you
gain his companionship.

Blessed are you when you trust in God for
guidance in rearing your child,
For though there are barriers, faith in God
will help you mold a life of love and good
will.



THE CURRICULUM

(AND THE RELATIONSHIP OF THE TEACHER TO THIS)

WHAT ARE A CURRICULUM AND A SCHEDULE?

A curriculum is a plan of work covering a long period of time. A schedule is an outline of a daily or weekly plan. No matter what people try to do, a plan is necessary if they want to succeed. A nursery-kindergarten schedule is based on the curriculum. A new one may be made each week or each day.

HOW DO WE PLAN?

Let's think of a year in a nursery-kindergarten as a long trip and a teacher as a "tour conductor" who plans the trip. Before a trip is planned, it is necessary to decide where people are going. Unless he knows that, the "conductor" cannot plan the route, the way his travellers will travel, or the equipment they should take along.

A nursery-kindergarten teacher must know where she is going with the children, and what the trip should do for each child. A tour conductor takes a traveller where he needs to go or where he is interested in going, or both.

The schedule worked out by a nursery-kindergarten teacher fills the needs of the children and at the same time gives them interesting activities. The teacher follows the curriculum and schedule in such a way that the children's needs are met while they enjoy the trip.

WHICH CHILDREN'S NEEDS CAN A CURRICULUM FILL AND HOW CAN IT FILL THEM?

Children's needs are many. Let's discuss here those which a good teacher, working with a good program, can fill. Let's examine as we go along some of the best methods a teacher can use in working out the curriculum and schedule. They need to feel welcome, important, and well cared for.

1. A friendly smile, a pat on the shoulder, and a helping hand when needed will do the trick.
2. A cheerful, attractive room, made as home-like as possible will help.
3. Allow each child to become acquainted with a few children before including him in a large group.

They need to be allowed to develop as persons, and yet know that other children are persons too.

1. Praise a child for something well done, but do not compare.
2. Let him show something he has done or tell about it, and ask him to listen when others tell about themselves.
3. Give him first choice sometimes, but teach him that others deserve first place sometimes too.
4. Comfort him when he is hurt, but do not baby him.
5. Be fair with him at all times.
6. Allow him to choose many of his activities, following his own interests, developing his own talents.

They need to learn to depend on themselves, to control themselves, to like themselves.

1. Give a child a helping hand (only when he needs it), and encourage him when he does his best.
2. Let each child do for himself and others the things he can do or learn to do.
3. Give him jobs or play activities that are not too hard for him. Encourage him to take on harder activities gradually.

They need routine - to do some things at the same time each day.

A definite routine gives them a feeling of security, but they also need variety to give them freedom. If there is too much routine, there is no variety. If there is too little, there is confusion. Some routine is necessary to group living. It helps children get along with each other and helps them learn.

1. Teach children to recognize signals for attention and obey them. These can be a whistle, a bell, a chord or phrase on the piano or a simple "sh!"
2. Explain and discuss rules that are necessary for safety.
3. Explain and discuss the rules for each activity before the activity begins.

4. Explain rules for the use of equipment, and enforce them.
5. While waiting turns for washing, going to the toilet, or lunch room, it is good to allow them to take books or puzzles to keep at a quiet activity.

They need to learn gradually to get along with the group.

1. Remember that two-year-olds and three-year-olds would rather play alone or by the side of others, but it is necessary for them to do some things with the group, like eating, napping, washing, etc.
2. Teach four-year-olds and five-year-olds gradually to join in group activities.
3. Remember that a group does not mean a large number. Small groups are better for most activities.
4. Allow each child to choose his activities. Let the four and five year olds choose their own groups. Even adults like to choose their own friends and activities.
5. Put materials out in different parts of the room for the following activities, and let each child choose:
 1. Painting at easles.
 2. Modeling at clay tables.
 3. Building with blocks.
 4. Listening to records.
 5. Watching caged animals or birds.
 6. Listening to and telling stories.
 7. Acting out stories, either those they have heard and read or ones they make up themselves.
 8. Making things by cutting and folding.
 9. Playing at the sand box or table.
 10. Feeding the animals, birds, or gold fish.

11. Watering the plants.
12. Pounding on peg boards..
13. Working at the "work bench".
14. Etc.

*yes - saw puzzles
playing house
water play*

6. Allow children to form in groups out of doors. Encourage them to share activities and experiences sometimes without being guided. Lead them to discuss things they see, like the following:

1. A bug or an ant hill or a mole hill.
2. Minnows in a stream.
3. Flowers or plants or new grass growing.
4. Chickens, dogs, pigs, or other animals seen.

- good*
7. Have the whole group together sometimes, but not too often, for sharing finger games, etc. Let children lead these sometimes but remember these activities should not last too long. Sitting still is hard for children and hard on them.

1. Let some of the group tell something interesting that happened to them at home or coming to kindergarten.
2. Encourage them to show others something they have found or made or received as a gift.
3. Encourage the teaching of a new nursery rhyme or song. Sometimes let a child do the teaching.
4. Plan a trip with the group.
5. Allow a child to show how to do something.
6. Sing songs together.
7. Etc., etc.

- yes*
8. Remember that even the five-year-olds like to play by themselves sometimes. Each child should have some time to himself to think, to examine something, to make something all by himself. Some time should be allowed each day for alone-ness. Every child, like every adult, likes

some time to be by himself, to do what he wants to do.

They need to learn to think.

These are some of the ways a nursery-kindergarten schedule can help children to think:

1. Encourage them to ask questions about any of the activities they take part in.
2. Encourage them to watch things, to observe.
3. Lead them to use their imagination, to "play act" stories they make up themselves, to make rhymes if they want to.
4. Teach them to help with chores like cleaning up, passing snacks, etc.
5. Ask them to help make rules and tell why rules are needed.
6. Encourage them to figure out what to do when problems arise:
 - (1) How can we get the ball out of the ditch without getting wet?
 - (2) Why shouldn't we go outside of the fenced area?
 - (3) Why shouldn't we throw sand?
 - (4) How can we fix the tricycle handle bars so they won't pinch?
 - (5) How can we plan a party for Jimmy's birthday without letting him know it?
7. Remember that the two-and-three-year-olds can be asked to think only on very simple problems.

They need to be given time to do things. Without this they cannot satisfy curiosity and interests. We have learned that children should not be kept at one activity too long, especially sitting-down activities. On the other hand, they should not be hurried through activities they want to finish or are enjoying. Within reason, each child should be given time to:

1. Finish a job started. This makes a child feel proud of his accomplishment.
2. Practice skills he is trying to learn.
3. Explore, think a thing through, investigate.

- Good*
4. Do a job at his own speed. We must not expect every child to do things at the same speed.

They need out-door activities to bring them health of body and mind.

Children can hardly be out-of-doors too much when the weather is good. However, remember that in warm climates, too much sun can be as bad as too much rain.

Children need space and equipment to be very active so that their big muscles can develop. They need to spread out whenever possible so that they can avoid getting in each other's way, as may be necessary inside. Remember that, outside as well as inside, nursery-age children like to play alone or "along side of" other children, not with them. Here are some outdoor activities children like, depending on their age.

1. Physical Exercise.

- (1) Climbing on a jungle gym.
- (2) Swinging.
- (3) Walking and balancing on planks.
- (4) Building with blocks.
- (5) Riding tricycles.
- (6) Pushing and pulling wagons.

2. Free Play: (Includes opportunities for both active and quiet play)

"Free play" is usually used to indicate the time when the children may choose any of a number of activities:

- (1) Pushing, rolling, tossing and bouncing large balls.
- (2) Running, jumping, skipping, galloping.

3. Rhythmical activities, acting out things that they have seen and heard:

- (1) Chugging like a train.
- (2) Whirring like a wheel or propeller.
- (3) Trotting like an animal.
- (4) Etc., etc.

4. For the older ones only, some group games, not often, not too long, not too complicated.

- (1) Loobey-Loo.
- (2) Mulberry Bush.
- (3) Ring Around the Rosy.
- (4) Etc.

They need opportunity to "let off steam", to be active while they learn to control emotions and muscles.

- 1. Acting out every day activities like building houses, running engines, etc.
- 2. Clay or dough work that allows pinching, hitting, squeezing, twisting, etc.
- 3. Finger painting that allows being messy.
- 4. Using tools at the work bench - sawing, pounding, etc., but only under close supervision.
- 5. Planting things like orange and grapefruit seeds, flower seeds, bulbs.
- 6. Sand box activities that allow digging, jabbing, etc.
- 7. Playing with water.
- 8. Rhythms.

They need to rest in order to restore energy. There should be an opportunity for each child to rest when he needs to, in addition to the regular rest periods. This can be worked out by:

- 1. Having a cot ready for any child that wants to use it when he is tired.
- 2. Allowing any child to "just sit still" when he wants to, or when outside, just roll on the grass or lie down.
- 3. Changing activities often, both for the whole group or for any child who tires of an activity quickly.
- 4. Switching from active play to quiet listening.

They need to learn to learn. There are many opportunities right at hand in the nursery-kindergarten and in the neighborhood that will help children to learn. If these things are used in the right way, children will learn from experience and take an interest in more every day experiences.

Here are some of the ways you can use the school and the neighborhood to teach children:

1. When the milk man or grocer or bakery man makes a delivery, let them talk about milk, food, bread. Take them to the dairy, the bakery and the grocery.
2. Take them on trips to the fire station, the airport, etc., and allow them to talk about the trip, draw pictures of it, build with blocks to illustrate it, "play act" about it.
3. Allow them to observe and talk about animals they see around them, the plants around the school and in the fields nearby, the butterflies or bugs they find on the playground, the gold fish, animals, or parakeets in the room. Encourage them to discover new things about birds, frogs, worms, clouds, trees, flowers, shells, cones, leaves, pods, rocks, etc. Above all, let them express themselves about nature, either in words, in "play acting", or with crayons, scissors, paper, clay, or paints.
4. Encourage them to experiment, to "try out". By really doing they learn much more than by being told how to do.
5. Encourage children to help with chores at nap and snack time, pouring their own juice, passing things, cleaning up, etc.
6. Use events in the neighborhood to encourage "acting out" or "dramatizing" experiences, such as:
 - (1) A wedding, dressing up as bride and groom.
 - (2) A trip on a train or airplane or bus, using chairs, boxes, blocks, etc.
 - (3) A fire, using paper hats, etc., to play fireman.
 - (4) An illness, playing doctor and nurse and hospital.

They need to learn how to use language for better understanding.

Children should be encouraged to talk, but they should learn when to talk and how to express themselves under different conditions, such as:

1. How to greet teachers, friends, officials.
2. How to tell a story to the group.
3. How to talk with each other about something they are watching or doing.
4. How to ask for what they need or want.
5. How to explain how they feel about something.
6. How to describe an experience.
7. How to explain the way to do something.
8. How to have group experiences with words, like:
 - (1) Chanting, to accompany rhythmic activities.
 - (2) Singing.
 - (3) Saying "grace" before meals and snacks.
9. How to share information such as:
 - (1) How to feed the rabbit.
 - (2) How to plant a bulb.
 - (3) What kind of song a mocking bird (or sparrow or robin) has.
 - (4) How to fold a paper hat.
 - (5) How to tie a shoe.
10. How to tell a story based on a picture.

THEY NEED TO LEARN WHEN TO LISTEN TO OTHERS. It is as important to know how and when to listen as it is to learn how to talk. Children should be given an opportunity to:

1. Listen to stories told or read from picture books by the teacher.
2. Listen as another child "reads" a picture to them.

3. Listen to directions or explanations given by the teacher when a new activity is started.
4. Listen to other children who give directions, make explanations, or tell stories.
5. Listen to songs or stories on the phonograph.

Each child needs to learn what he is ready to learn mentally..

Hardly any child in a nursery-kindergarten is ready to learn to read, but one or even two MAY be. If so, a good teacher allows him to try and gives him the help he asks for. But she does not push him or drill him to read, or try to teach the whole group to read.

It is very bad to try to teach children to read before they are ready. This is likely to make them resist reading later when they should be ready. If one of your children is ready, then it may be good to do some of the following things:

1. Letter in "manuscript" a word or two under a picture he has drawn.
2. Answer his questions about letters and words.
3. Listen when he tries to read, helping where needed.

They need to have artistic experiences.

They need to create and to enjoy things in relation to art. Art includes music, dancing, clay modeling, and literature, as well as painting and drawing. Here are some of the ways a teacher can bring these artistic experiences to children:

1. Have materials ready at all times. Some materials include finger paints and paper; colored crayons; paste; rhythm instruments like rattles; gongs; sticks for beating; drums; bells; clanging objects; records; zylaphones, etc., clay or dough for modeling; books; pictures. (Weaving and sewing cards are too hard for little children because they require the use of small muscles.)
2. Avoid having children fill in ready-made shapes, copying, cutting out shapes, coloring pictures in books, etc. They should make their own pictures, mold their own figures, make up their own dances.

3. Encourage them to experiment with blending colors, discover how a paint brush acts, discover how to use crayons to get the effect they want; find out what shapes they can make with blocks; arrange designs with buttons, cardboards, etc.
4. Give them opportunities to make music through singing, rhythm instruments, chanting, making up songs, etc.
5. Give them opportunities to make music through singing, rhythm instruments, chanting, making up songs, etc.
6. Help them enjoy music through listening to records or piano; marching, dancing, galloping, skipping, twirling, imitating animals, tapping, all in time to music.
7. Give them opportunities for "dramatic" play or "acting out" their experiences, imitating sounds of various engines, animals, boats, etc. Let them play "house", "doctor and nurse", and dozens of other experiences in their lives.
8. Give them rhyming experiences by reading them verse, letting them repeat rhymes, encouraging them to "make up" verses.
9. Provide a "sharing period" when children can show the others what they have made.

SPECIAL SUGGESTIONS FOR NURSERY-AGE CHILDREN

Many (but not all) of the activities in the foregoing section apply to both kindergarten and nursery-age children. But let's review here some things to remember, especially about two-and-three-year-olds. Their likes and dislikes, the things they can do, will influence us in planning their program.

1. Very young children like to play by themselves. They pile up blocks and push them over, push toys along the floor, rock in rocking toys, cuddle dolls or animals, fill and empty containers.
2. When they are a little older, they will play beside each other, sometimes with the same materials. This is called parallel play. In other words, group play is usually only for four-and-five-year-olds. *yes.*
3. Small children need sameness, repetition,

guidance, but not much stimulation. This means help them with what they want to do, but don't try to push them into doing what you want them to do.

4. Small children should be allowed to use big muscles, but should never be urged to use small ones. This means that usually cutting with scissors, weaving, coloring inside lines, etc., is too hard for them. It strains both small muscles and eyes.
5. They cannot stick to one activity very long.

SOME ACTIVITIES WHICH TWO-AND-THREE-YEAR-OLDS LIKE AND CAN TAKE PART IN.

1. Playing House. They may do this alone or with one or two others. The space for this may be in the corner of a room, with "make believe" furniture and equipment.
2. Block building. Blocks should be large, of various sizes and shapes-squares, rectangular, round, semi-circle, etc.
3. Painting, both at easels with brushes and with finger paints. Paper should be in large sheets, and brushes must be large.
4. Drawing with colored chalk or crayons, (but paints are better). Chalk, crayons, and paper should all be large.
5. Modelling with clay or dough.
6. Listening to stories. These may be read or told. Be sure to keep them short and use lots of pictures. Little children like stories with action and those about the things they know about. They like rhymes and rhythms, stories about animals, but do not understand fairy tales.
7. Taking part in musical activities such as the following:
 - (1) Singing with teacher and each other.
 - (2) Listening to instruments or victrola.
 - (3) Jumping, hopping, marching to music.
 - (4) Imitating animals in songs about animals.

8. Enjoying living things. You can help a child enjoy living throughout his whole life by teaching him to notice and enjoy nature. You can do this by:
 - (1) Stopping when with him, to admire a lovely sky or a beautiful plant or tree; listening to the wind in the trees, or the song of a bird; sniffing the scent of blossoms.
 - (2) Keeping growing things in and around the nursery-kindergarten. Show the children how to water and care for these. These need not be all flowers; some can be vegetables and fruits.
 - (3) Keeping animal life in the room. It is not hard to provide a cage for a small animal which the children will learn to observe and care for.
 - (4) Keeping insects and reptiles in jars and aquariums.
9. Going on walks and trips. Let them talk and "play out" these experiences when they return.
10. Playing with water. Let them carry water to the sand box, the plants, etc. Teach them to blow soap bubbles. On hot days they may play in a sprinkler.
11. "Dressing up" to do dramatic play. Many hats and other articles of clothing can be made of newspaper and scraps of cloth. It pays to keep a supply of old grown-up clothes for "dressing up" purposes.
12. Having parties. If it is kept simple, a birthday party for each child at lunch or snack time is good. Seasonal parties should also be kept simple: Christmas, Hallowe'en, Valentine's Day, Thanksgiving, Easter.

Remember that some of the suggestions in the first part of this section apply also to nursery-age children. Also, some of the suggestions in this part can apply to kindergarten.

GENERAL GUIDES IN PLANNING A CURRICULUM.

1. Always keep in mind the characteristics of the age group for which you are making plans. Read the Characteristics Section often.

2. But remember that all children are different, that you can't expect them all to have the same likes, dislikes, abilities, reactions, or former training.
3. Some routine is necessary and good for the children - - health inspections, hanging up coats, toileting, washing, eating, napping, etc.
4. Also, it is good to have the group all together, sometimes - - not often and not for long.
5. But it is best usually to allow each child to follow his own interests - to choose his own activities - to select his own companions in small groups, or to play by himself. (It is good, however, to encourage older children to join groups if they are inclined to be alone too much.)

the unknown
and unexpected
part of your
daily program



the day begins, everyone
is fresh and awake

the program
alternates between
active and quiet work
and play both indoors
and out - broken by
snack
clean up

11:30 - 12:30 lunch

quiet time, rest,
stories or music

snack
free play or
active projects

dismissal



THE SCHEDULE

WHY DO WE MAKE A SCHEDULE?

So far we have discussed the curriculum only, the over-all plan for work and play in a nursery-kindergarten. We have found out what needs a good school can fill for small children and some of the ways they can be filled.

The Schedule is a daily or weekly plan for carrying out the curriculum. You may ask "Why is one necessary? Why can't we just go ahead and do the things already discussed?"

As we found earlier, some routine is necessary in a nursery-kindergarten. The schedule really is concerned with the routine, not with the details. Obviously no school could do all of the things, every day, that are included in our outline of the needs of children. The schedule is a skeleton upon which the meat of each day's activities grows.

BASIC THINGS TO REMEMBER WHEN MAKING A SCHEDULE.

1. Perhaps the most important thing to remember is that the schedule must be flexible or changeable. If the outline says that the children play outside at a certain time and it rains, you change the schedule, of course. On hot days you may want to have the outdoor play period earlier in the morning. Or it may be wise to set up materials for "indoor activities" outside in sun or shade as the weather indicates.

If you have planned "free play" inside at work benches, tables, easels, etc., at a certain time, and the bulldozer begins work across the street, you naturally change to allow the children to learn how and why a bulldozer works.

2. Remember always that you cannot ask children to sit still for very long. Sitting is hard work for them.
3. Plan to alternate quiet activities and physical exercise.
4. Try to plan a program so that when you change activities, there will be little re-arrangement of the room.
5. Avoid heavy exercise just before or just after lunch.

6. Time the day in large sections. For instance, make your "free play" section cover a long period of time, but allow children to change their own activities as often as they like within that period.
7. Alternate outdoor and indoor activities.
8. Although your schedule may stay the same for the whole year, never get into a rut with the activities within each time block. There is nothing more deadly than doing with the children exactly the same thing day after day throughout the year. If you let each child choose his own "free activities", of course this could never happen.
9. Study your schedule carefully at various times during the year, to see if you need to change it. If you work with other teachers, all should discuss together the schedule and necessary changes.

Children grow in abilities and interests during the year. This growth should be considered in studying and changing the schedule. The various activities within the time limits should certainly change as the children grow in skills and interests and become accustomed to the nursery-kindergarten.

The teacher will study her group and decide as time goes on which new types of activities can be used with different children and groups.

EXAMPLES OF SCHEDULES WHICH MIGHT BE USED.

The sample schedules given here are to be used as guides. Each teacher will adjust hers to her own nursery-kindergarten hours and conditions.

SAMPLE SCHEDULE I. FOR KINDERGARTEN

8:00	--	8:45	Arrival, health inspection, choice of free play activities indoors.
8:45	-	9:30	Supervised activity, with art materials, music, construction, housekeeping play, dramatic play.
9:30	-	10:00	Toilet, wash, juice, rest.
10:00	-	11:00	Outdoor supervised free play.
11:00	-	11:30	Wash, prepare for lunch, story.

Schedule 3

- 11:30 - 12:30 Lunch, toilet, prepare for rest.
12:30 - 1:45 Rest on cots or mats.
1:45 - 2:15 Teachers choice indoors or outdoors (10 minute warning for clean-up).
2:15 - dismissal: Supervised free play outdoors, or neighborhood trips, nature walks, etc.

SAMPLE SCHEDULE II FOR KINDERGARTEN

- 7:30 - 9:15 Arrival, health inspection, free play inside.
9:15 - 9:30 Group activities with music (hopping, skipping, marching, etc.)
9:30 - 10:00 Toilet, wash, juice, rest.
10:00 - 10:15 Sharing time (telling stories, sharing experiences, making up rhymes or songs, etc.)
10:15 - 11:15 Outdoor free play.
11:15 - 11:30 Toilet, wash, prepare for lunch.
11:30 - 12:30 Lunch, prepare for rest.
12:30 - 1:30 Rest on cots.
1:30 - 2:15 Toilet, wash, teacher's choice, inside or outside (10 minutes for clean-up).
2:15 - 2:45 Snack.
2:45 - 4:00 Supervised free play outside or nature walk.
4:00 - 5:00 Toilet, wash, quiet play inside.

SAMPLE SCHEDULE NO. I FOR NURSERIES

- 8:00 - 9:00 Arrival of children - health inspection - free play. 10 minute warning for putting away things.
- 9:00 - 10:00 Supervised free play outside.
- 10:00 - 10:30 Wash, juice, rest.
- 10:30 - 11:15 Supervised free activities -- 10 minute warning for putting away things.
- 11:15 - 11:30 Toilet - wash - prepare for lunch.
- 11:30 - 12:30 Lunch - toilet - prepare for rest.
- 12:30 - 2:00 Quiet story - rest - dress.
- 2:00 - 3:00 Supervised free play outside or nature walk.
- 3:00 - 3:30 Toilet - wash - snack.
- 3:30 - Dismissal: Free play either inside or outside.

SAMPLE SCHEDULE NO. II FOR NURSERIES

- 8:00 - 9:00 Arrival of children - health inspection - choice of free play.
- 9:00 - 10:00 Supervised free play outside.
- 10:00 - 10:45 Wash - juice - rest.
- 10:45 - 11:30 Supervised free activities. Ten minute warning for putting things away.
- 11:30 - 11:45 Toilet - wash - prepare for lunch.
- 11:45 - 12:00 Story or quiet music.
- 12:00 - 1:00 Lunch - toilet - prepare for rest.
- 1:00 - 2:30 Quiet story or music - rest - dress.
- 2:30 - 3:30 Supervised free play outside or walk in neighborhood.
- 3:30 - 4:00 Toilet - wash - snack.

Schedule 5

4:00 - 4:45 Free play inside or outside.

4:45 - 5:00 Story - dismissal.

REMEMBER - YOUR SCHEDULE MUST BOTH FILL THE CHILDREN'S
NEEDS AND SUIT YOUR SITUATION.



THE USE OF DRAWING AND PAINTING MATERIALS IN FILLING CHILDREN'S NEEDS.

When people create something, they have a feeling of pride and self-respect. This is true of children as well as adults. Children especially need to respect themselves, to feel important, to know that what they are doing has value.

Creating gives children a good way of expressing their emotions, too. They can put down on paper the things that they feel, their anger, their fears, their hatreds, their joys and happiness. If people (and children are people) have a constructive way of expressing these emotions, they will not express them destructively.

Another reason why children should be encouraged to express themselves with art materials to create, is that children think with their muscles more than with words. A child probably can't explain to you in words how he thinks a man looks, but he can put it on paper with paint or crayon. Or he can mold it in clay. He can't explain his anger at the boy who bullies him, but he can paint it in bright red with his finger paints.

SOME HINTS IN HELPING CHILDREN TO BE CREATIVE.

When they "work" with paint, crayons, chalk, clay, paper, and wood, children should not copy, for copying is not creating. They must be allowed to follow their own desires, use their own ideas, exercise their own imaginations. Unless they do this they are not learning, thinking, increasing their self respect, or expressing themselves.

If a child colors inside the lines of a coloring book, he is not using his own ideas or imagination, so he gets no satisfaction out of his picture. And, if he is asked to stay within the lines when his muscles are not well-enough trained to do so, he becomes nervous and frustrated. He is likely to become fearful of using paints and crayons and will not try to make pictures "on his own" later. Sometimes he has already become afraid, before entering the nursery-kindergarten. If this is true, the teacher must encourage him to try, and she should praise all of his efforts until he gains self-confidence.

You will notice in discussing the value of using art materials, we have not mentioned at all the value of the picture or object a child makes. The picture made with paints or the object made of clay are really not at all important. The important thing is what the materials do

to the child, not what the child does to the materials.

When working with art, as in everything we do in the nursery-kindergarten, we must have the good of the child in mind. Is he expressing himself? Is he thinking, learning, growing in mind and spirit and body?

It is not important, for instance, if a child leaves arms and legs off of his picture of a man. If he puts in only a head, that means the head is, to him, the most important part of a man. The legs will appear in his pictures later on. If he makes one line for the sky, that's all right. Let him express it as he sees it. A child does not and should not see the world (or objects in the world) as we see them. To try and make him do so will confuse and discourage him. It is the learning activity that is important, not the finished product.

When he makes a picture, don't try to tell him what you think he has painted. If he wants to, let him tell you. Say, "would you like to tell me all about it?" Don't say "What is it?"

Sometimes children, especially the youngest, should be allowed to work with paints and brushes without painting any thing. They like just to mix colors and make shapes. Finger painting is especially good to use in this way.

A Teacher Helps A Child To Be Creative By Remembering These Things:

1. Let him carry out his own ideas in his own way.
2. Encourage him to do what he wants, not to do what his neighbor is doing.
3. Remove patterns and coloring books so that he is not tempted to copy.
4. Let him "try out" anything he wants to do with paints, clay, paper, wood, and other materials.
5. Keep all art supplies ready, in the same place all the time, so that a child may find and use them.
6. Teach children how to take care of materials and supplies, and make clean-up time a pleasant time.

7. Use the right things to protect the child's clothes and the property of the nursery-kindergarten. (Smocks made of men's old shirts protect clothing. Newspapers and oil cloth protect floors and tables.) Children need to know that they are free to "make a mess" without harming property.
8. Praise a child who is really trying to express himself, whether the finished product seems "good" or not.
9. Display the picture or object whenever possible, especially if the child is timid about going ahead "on his own". He will gain confidence and self-respect if his work is shown to others.
10. Remember always to help the child, not the picture, to grow.

SOME POINTERS ON HOW TO USE PAINTS.

1. Finger Paints. Remember that large pieces of paper must be used. This should be glazed like butcher paper, cleaners' bags, or shelf paper, but if nothing else is possible, use large pages torn from "slick" magazines. Wet the paper with a sponge or dip it quickly in water. Smoothe out all bubbles and then place two tablespoons of paint on the paper. The children spread it with their hands, using palms of hands, fingers, elbows, arms etc., to make any design they like or to experiment with mixing colors.

The same paper may be used twice if the children smoothe the paint out and start again.

When the paper is dry, the edges will be curled. Flatten it out by weighting it out with blocks, books, etc.

Children wash their hands immediately after painting either at the sink or in a big pan of water.

2. Easel Painting. Easels should be kept set up in a light section of the room at all times. Oil cloth or newspapers should be kept spread under them. If easels are

or by
pressing it
with med
iron

impossible to get, let children paint on tables or on the floor.

Softer paper may be used for easel or brush painting than that used for finger painting. Newspapers are all right as the children will soon cover the print. If unprinted newsprint paper is possible, that is better. Large brushes are absolutely necessary, and there should be one for each color each child is using. Only three colors of paint are necessary - red, yellow, and blue - since all other colors can be made from these. Paint containers may be small tin cans, muffin tins, cut off paper milk or cream cartons, etc. Keep damp cloths nearby for wiping hands and spills. (See section on materials for types of paint.)

Here are some things to remember when helping children use paints creatively:

- (1) Train him to wipe the brush off on the side of the container to avoid drips.
- (2) Show him that dipping the brush into the paint is better than scrubbing.
- (3) Train him to use the same brush in the same color all the time.
- (4) Remember to let children "just try out" things without making pictures, especially at first.
- (5) Encourage a child to talk about his picture but don't try to guess what he has painted or ask him to tell you.
- (6) Don't stop him if he wants to cover up his picture with paint or paint another picture over it. But if he does this too often, say it is a nice picture and ask if you may hang it up for others to see.
- (7) When a child finishes a picture, put his name and date in a lower corner and thumb-tack or hang it up. (This may be done on a line with clothes pins.) When painting is finished for the day, cover paint containers and wash brushes, storing brush, end up, to dry.

good

SOME POINTERS ON HOW TO USE CLAY OR DOUGH:

As with painting, floors and tables should be protected by newspaper or oil cloth where clay work is done, and children should wear their aprons or smocks.

There are several kinds of clay or play dough, most of which you can make. (For recipes see section on materials.)

Children enjoy working with clay or dough because they can create things, because they like the "feel" of it, and because it allows them to pound, pinch and poke to their hearts' content. Here, as in painting pictures, the object made is not so important as the act of forming it. Therefore each child should be allowed to make anything he pleases or to make nothing at all if he would rather.

Working with clay or dough is a good social experience, too, if they are allowed to trade or share pieces of clay and ideas. But be careful that children are not encouraged to copy each other's objects. And never give them forms to copy!

Give each child a piece of clay or dough about the size of an apple. If he tries to work with pieces too small, it strains his small muscles. When using home-made dough, it sometimes helps to keep the "work" surface sprinkled lightly with flour.

When clean-up time comes, let the children help decide which objects they made are worth drying and saving. The left-over water-base clay should be rolled into balls about the size of apples and placed in a tight container, with a damp rag or paper towel to keep it moist. The dough may be reused for a week or more if kept cool in a tight container. It may need either more water or more flour added from time to time to keep in usable condition. Dough or clay that drops on the ground or goes into a child's mouth should not be put back into the common supply.

Some Pointers On How To Use Crayons And Colored Chalk:

Because children's small muscles are not developed, they must have large crayons or pieces of chalk. Since the colors don't mix as in paints, there should be several colors. Large paper should be used. This may be newsprint, wrapping paper, or cheap drawing paper in white or grey.

Children should not be allowed to break or otherwise destroy and waste paper, chalk, or crayons. Teach them to take out only one color at a time and replace it before taking another.

Here, as in painting, children may sit at tables or on the floor as well as stand at easels. As always, remember that each child must be allowed to draw his own ideas, or, (especially the smaller ones,) just scribble. They must never be given patterns or asked to color inside of lines. The lines they make should be long and sweeping, never small and cramped.

Chalk may be broken in half to make it easier to use. It can be used on either dry or wet paper. You'd better let them wear smocks for chalk work, either dry or wet.

MATERIALS USED IN CREATIVE ART ACTIVITIES.

If you are operating "on a shoestring", as so many schools are, it is best to make as much of your equipment as possible. Sometimes organizations will help you do this. Sometimes the children can help mix and stir, which is an educational process.

For quick spontaneous finger painting, about 1 tablespoon of commercial liquid starch may be poured directly on dry slick paper, and about 1/4 teaspoonful dry tempera added to the "glob" of starch.

1. Materials you can make or find yourselves:

- (1) Finger paints. There are several recipes for this. Here are three of them:

1½ cups laundry starch
1 quart boiling water
1½ cups soap flakes
colored powder paint (dry tempera)
or cake coloring
few drops oil of cloves or glycerin

Mix starch in cold water to make a paste. Add boiling water, stirring constantly. Add soap flakes and stir. Pour into jars with lids. To each jar add colored powder to produce color you want. Add oil of cloves or glycerin to keep from souring.

1 cup cornstarch
1 quart water

Use some of the water to dissolve cornstarch. Boil the rest and add to the moistened cornstarch. Cook until thick. Then follow recipe above.

Sometimes children can sprinkle colors on the paste themselves from salt shakers.

1 cup of wall paper paste
2 cups cold water

Just mix together and then follow recipe above.

- (2) Easel Paints. Although you can buy this in liquid form, it is much cheaper to buy the powdered paint and mix with water. Use equal amounts of powder and water.
- (3) Play Dough and Modeling Clay.

Play Dough: 2 cups flour
1 cup salt
2 tablespoons salad oil
Food Coloring or powdered paint

Knead together and place in plastic bag.

Modeling Mixture: 1 cup salt
 $\frac{1}{2}$ cup cornstarch
 $\frac{1}{2}$ cup boiling water

Place all in a pan. Heat over low fire, stirring constantly. When cool, knead until smooth. Articles can be painted when dry.

1 cup sawdust
 $\frac{1}{2}$ cup wallpaper paste
Water

Mix sawdust and wallpaper paste and add enough water to make mixture like soft putty.

Unbaked bricks may be broken up and soaked in water to make clay. Natural clay deposits can often be found in excavations and banks of streams.

(4) Pastes:

- 1 teaspoon flour.
- 2 teaspoons cornstarch
- 1/4 teaspoon powdered alum
- 3 ounces water

Mix dry ingredients and add water slowly. Stir out lumps. Cook over slow fire, stirring constantly. Keep in covered jar. Thin with water.

- 1 cup boiling water
- 1 tablespoon powdered alum
- 1 pint cold water
- 1 pint flour
- 1 teaspoon oil of cloves

Add powdered alum to boiling water. Mix flour and cold water until smooth. Pour this gradually into boiling alum water. Cook until a bluish color, stirring all the time. Add oil of cloves and stir. Keep in jars. Wintergreen can be added to make a pleasant odor.

NOTE: The Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington, D. C., puts out a portfolio called "Creating with Materials for Work and Play" (ACEI Bulletin No. 5). The price is 75¢. This is very useful in giving formulas and recipes.

(5) Paper You Don't Have To Buy:

As suggested before, newspapers can be used for painting with brushes. Larger slick paper magazines such as Saturday Evening Post, Look, Life, Ladies Home Journal, etc., can be laid flat and opened to the center pages. Remove the pages without tearing down the middle.

This gives you large sheets for finger painting. The printing will be covered with paint.

Butcher's paper, glazed bags or paper from the cleaner or laundry and some department store bags and wrapping paper make good finger painting surfaces. Unglazed wrapping papers can be used for brush painting.

Almost any of the papers mentioned above may be used for cutting, but be sure the children cut their own shapes, rather than trying to follow the lines of pictures they find on the papers.

(6) Other Waste Materials:

We so often hear that children would rather play with things that they find than with expensive toys their parents and teachers buy. This is because the things found give them a better chance to use their imaginations. Here are some of the "art waste" materials for which you might keep your eyes open. You will think of others as you go along.

beads	milk bottle tops
feathers	oil cloth
small wheels	pieces of yarn
leaves	boxes
scrap cloth and ribbons	soda pop tops
pieces of cellophane	pieces of fur
pictures	scrap screen
seed pods	bits of cotton
buttons	corks
old linoleum	egg shells
candy cups	dried grasses
tin foil (from gum, cigarettes, etc.)	

The list could go on and on. The older children can paste or otherwise fasten some of these materials together, making objects and pictures.

2. Materials you will have to buy:

- (1) Crayons. (Remember they should be large).
Chalk in various colors
Sheets of colored paper

Paint brushes. (These must be large).
Easels. (These are easy to make if
a supporting group will do it for you.
OR many women can use hammers and saws
as well as men can. So perhaps you
will want to be your own "do-it-your-
self" person).

Chapter VI



WHY DO CHILDREN NEED MUSIC?

Anyone who has watched and listened to children at play knows that there is nothing more important to them than sound and movement. Since music is sound and movement, we might say that children use music in almost everything they do. It is our job to give them an opportunity to use it in a way that supplies their needs. We must encourage and guide them because:

1. It teaches them to appreciate beauty.
2. It gives them a good way of expressing their feelings.
3. It provides new and satisfying experiences.
4. It helps them get along with each other.
5. It makes a "nice feeling" between them and the teacher.
6. It helps them to learn to create.
7. It helps them enjoy life, not only as children but also all through their lives.

HOW DO WE USE MUSIC IN A NURSERY-KINDERGARTEN?

1. Making music with the voices. We usually think of vocal music as singing. But there are other ways to make music with the voice, such as chanting and humming. Children do these things naturally and should be encouraged to do so. When he washes his hands with soap and chants, "Sudzy, wudzy, mudzy, budzy", a child is not being silly but is trying out musical sounds. When he hums as he "works" he is being musical. Vocal sounds while throwing balls, going down the slide, and swinging are natural experiments using the musical scale.

In addition to natural vocal expressions of courage, "real" songs should be used too. There are many ways of using them.

1. Learning songs in a group. First the teacher asks herself some questions about any song she wants to teach. Is it short and simple? Does it have an easy melody? Will the children understand it? Does it have marked rhythm? Is it not too high and not too low for the children's voices? Will it interest or delight them?

If all these questions are answered "yes", the teacher groups the children around her, either on chairs or on the floor. She then talks to them a little about the song to interest them. Then she sings it to them, letting them see that she is enjoying it. Again she talks about it, asking them to listen for certain things. Now she sings it again, and then again, encouraging the children to sing with her. (A musical instrument is used as accompaniment only after a song is learned.)

2. Singing songs already learned. After songs are learned, give the children a chance to sing their favorites often, introducing new songs gradually. There are many songs about seasons of the year, holidays, nature, home, religion, people, animals, etc. A teacher should select some of each throughout the year. (See list of song books under "Materials").
3. Singing alone. Song comes so naturally to children that they often sing them all by themselves while they do other things. Susan will croon a lullaby as she puts her doll to bed - Bobby will sing "Falling Leaves" as he tries to catch one fluttering down.
4. Rhythm and action songs. Once in a while, but not too often, small groups of children like to sing as they "act out" the story in a song. If the children are small, however, remember that they will not all be able to keep together and should not be required to do so.
5. After several songs have been learned, children like to share them with friends and parents. This should not be a "showing off" time, but a time when others are invited to hear them and then join in, all singing together.

Above all, remember that singing is a joyful experience. Never try to make a nursery or kindergarten child "carry a tune"; just encourage him to try to sing. Never make a child or a group unhappy about learning words.

They will learn them in time if the song is right for them. Never make the group singing time too long; they will not love music if they become tired.

2. Making music with instruments. We hear a lot about "rhythm bands", but we should not try to form one in a nursery-kindergarten because children of this age are not ready. Their muscles and their sense of rhythm are not well-enough developed to keep perfect time. So we experiment with rhythms informally. Later the kindergarten children may be able to put a few rhythm instruments together to accompany a game or a dance or a story.

Perhaps somebody will want to clap two blocks together, making sounds like horses' hoofs, as some of the boys gallop while playing cowboy. Another boy may want to beat a drum during a thunder storm. One of the girls may play on the xylophone in time with the boy who is pounding at the work bench or on the peg board. Another child may shake the cluster of little bells keeping time with the xylophone. Someone may chime in by clanging two pot lids together.

If the instruments are available, children will use them. It may be a good idea for the teacher to start the ball rolling if no child thinks of it. She can pick up two blocks and begin to imitate horses' hoofs without saying a word. The children will get the idea and do it themselves the next day.

Remember that too many instruments or those that are too loud can make unpleasant sounds that are far from musical. The teacher should guide the children in such a way that they will learn which tones are good ones that "go together" and which ones are unpleasant. She may also help them decide which instruments "go with" certain activities. Would a drum be a good instrument to express a falling leaf? Would a tiny bell be best to show how the wind sounds in the palm trees or how a brook sounds or the noise that the bulldozer makes? Then questions will also help them to listen to music.

Remember that the hands, head, arms, and feet are sometimes good instruments for making rhythms. They're cheap and always there.

3. Listening to music. Not every person makes music all of his life. But every normal person hears it as long as he lives. Then it may be even more important to help children learn to listen to music than it is to help them make it. That may sound ridiculous, but it isn't. There's

a difference between hearing and listening. Only those who listen really enjoy music. What children learn about listening in nursery-kindergarten will help them all their lives.

The teacher can help them listen by asking such questions as these: "What does the music say to you? Does it say there is a thunder storm or that a brook is running?" "In this piece do you hear birds singing or donkeys braying?" After a while the children will not need such questions; they will be able and anxious to tell what the music says to them.

It helps them to listen, too, if they are asked to tell whether music tells them to march, dance, skip, jump, or run. They love to express their reaction to music by these activities, but only if the music is suitable to action. Some music is spoiled by "acting it out"; is only for listening.

Music for children's listening should be rhythmic, or express a mood, create a feeling of beauty, or just be fun. A piano is a great asset to a nursery-kindergarten, and a phonograph is almost a necessity. Great care should be used in selecting records. (See list of good records under "materials").

RECOMMENDED MATERIALS FOR USE IN MUSICAL ACTIVITIES.

Song Books:

1. "Songs We Sing From Three To Six" by Leatherwood, published by Broadman Press, Nashville, Tenn.
2. "Singing Time" by Coleman and Thorn, published by John Day Company, New York.
3. "The Kindergarten Book" by Pitts, published by Ginn and Company.
4. "Another Singing Time" by Coleman and Thorn, published by John Day, New York.
5. "Book of Cradle Songs", published by Grosset and Dunlap, 1107 Broadway, New York 10, N. Y.
6. "When A Little Child Wants To Sing", Westminster Press, Philadelphia, Pa.
7. "Songs For The Nursery School" by MacCarteney, Willis Music Company, Cincinnati, Ohio.

8. "Kindergarten Book" from "Our Singing World" Series, by Pitts, Glenn, and Waters, published by Ginn and Company, Boston, Mass.
9. "Music For Early Childhood" from "New Music Horizon" Series by Nelson and Tipton, Special Editors, Silver Burdett Company, Morristown, New Jersey.

(These last two are supposed to have all the songs a nursery-kindergarten could use.)

Phonograph Records:

If you will write to the American Teaching Aids Company, 102 Elizabeth Avenue, Hemstead, New York, they will send you folders from record companies and a consolidated catalogue, giving names of records, prices, etc.

The Greystone Corporation, 100 6th Avenue, New York, N. Y., puts out two series of records which are good. (1) "Young People's Records", Ages 2-5 and (2) Children's Record Guild, Ages 2-4. It is a good idea to send for these catalogues.

Here is a list of some of the records recommended for various musical activities in the nursery-kindergarten.

1. Music for Listening:

- (1) Brahms' "Cradle Song" or "Lullaby".
- (2) Silent Night.
- (3) Debussy - Children's Corner Suite, "Clair de Lune".
- (4) Greig March of The Dwarfs.
- (5) Handel - "Largo".
- (6) Haydn - "Clock Symphony", "Surprise Symphony", "Toy Symphony".
- (7) MacDowell - "To A Water Lily" and "To A Wild Rose".
- (8) Moussorgsky - "The Nursery".
- (9) Offenbach - "Barcarolle" from Tales of Hoffman.
- (10) Prokofiev - "Peter And The Wolf".
- (11) Rimski-Korsakov - "Flight Of The Bumblebee".
- (12) Saint-Saens - "The Swan".
- (13) Songs for Children Under Six - Broadman.
- (14) The Clock Store - Victor.
- (15) The Parade Of The Wooden Soldiers.
- (16) The Syncopated Clock.

2. Music For Activities:

- (1) "Ride 'em Cowboy" (Young People's Guild).
- (2) "Out of Doors".
- (3) "Rainy Day".
- (4) "Mary Doodle".
- (5) "Train To The Zoo".
- (6) "Skaters' Waltz".
- (7) Victor Education Albums, containing
"Flying Birds", "Gallop, Running,
High-stepping Horses". "Military
March", "Plain Skip", "Skipping
Theme", "Theme for Skipping", "Tiptoe
March", "Theelbarrow Motive".
- (8) Jadassohn - "Air de Ballet".
- (9) Gurlitt - "Jumping, Running Game".
- (10) Concome, "Run, Run, Run".
- (11) "Come, Let Us Be Joyful" - Victor
Records..
- (12) Schumann's "Soldier's March".
- (13) Schumann's "Wild Horsemen".
- (14) Pienne - "March Of The Lead Soldiers".

Musical Instruments:

Much of the best musical equipment for nursery-kindergartens can be made by teachers, parents, or helping organizations. Some need no making and no buying. It is found around the house, in the garage, in the nursery-kindergarten, on the beach, in the woods, or almost any place where an alert teacher keeps her eyes open.

Here are some of the things that you will find lying around unused, which can be adapted to musical activities:

1. Christmas jingle bells, left over from the holiday season. (Tie them together and let children shake them).
2. Newspapers rolled up and tied. (Use as rhythm sticks).
3. Old tin pot lids. (Use them to clap together as cymbals).
4. Coconut shells. (Use for clappers).
5. Seed Pods. (Use for rattles).
6. Shells. (Use for clappers or scrapers or string for rattles).

7. Building Blocks. (Use as clappers).
8. Walnut Shells (Scrape together or string on strings to rattles).
9. Seeds in a tin box or plastic bottle. (Use as rattles).
10. Bottle Caps (String to make rattles).

Here are some of the instruments that can be made by people in your school or neighborhood.

1. Drums from nail kegs, barrels, waste baskets, sand buckets, flower pots, gourds, wooden bowls, cheese tubs.
2. Rhythm sticks made of doweling wood or discarded chair rungs.
3. Claves from broom handles.
4. Gongs made from horseshoes, round metal trays, brass bowls.
5. Sand blocks made of pieces of wood and sand paper.
6. Rattles from gourds, seeds, pebbles, rice, dried corn, or bells.
7. Tambourines made of embroidery hoops, calfskin, and bottle caps.
8. Chimes made of pieces of metal or pipes.
9. Fiddles made of cigar boxes or gourds.

For directions, see "Creating With Materials For Work And Play" kit).

Of course some of the instruments you may want to use in your nursery-kindergarten may have to be bought. Zylophones can be bought quite cheaply and will last well if care is used. Tambourines, castanets, and triangles can be bought inexpensively at toy stores, or from school supply catalogues. (Home-made drums are usually longer lasting and have better tones). It is usually impossible to buy a new piano for a nursery-kindergarten, but if service organizations, churches, lodges, etc., are contacted, some member of these will usually find a piano looking for a home. A notice or ad in the local paper might bring a gift of an unwanted piano, or one for sale very cheaply.

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HOW TO USE LANGUAGE IN FILLING CHILDREN'S NEEDS.

Why Are Language Activities Valuable To Children?

Language is a common "tool" of all normal children. It is the most important way they make themselves understood, and understand others. It is something they use at home and at school, and so it links home and school together.

But some children find it hard to talk, to express themselves in words. If you use language activities well, talking will become easier for all of your children.

Here are some other reasons why we work with children in using language activities:

1. These activities make children "feel good" instead of "bad". When we are disturbed about something, we all like to "talk it out" or read "to get it out of our system".
2. They teach children new words, increase their vocabularies. In this way they help people make themselves understood.
3. They stimulate children's imaginations, help them to create.
4. They bring new experiences to children and make former experiences mean more. Books "open up new worlds".
5. They help to answer children's questions, to satisfy their interests and curiosity.
6. They not only bring a child new facts, but also help him understand the facts he already knows.
7. If children learn to love books now, they will love them all of their lives. Very few things make life more worth-while and more fun.
8. Language activities are a delight to most children. A child loves to tell and hear stories. Some of these activities each day help make the nursery-kindergarten a happy place.

WHAT ARE SOME OF THE LANGUAGE ACTIVITIES AND HOW DO WE USE THEM IN A NURSERY-KINDERGARTEN?

We can almost say that we use language all the time

we are awake. We are talking, reading, writing, listening much of the time. Even when we are quiet we are thinking, and we think in language. Let's see how we can help children to make better use of language and to enjoy it more.

1. Talking - making up stories to tell the others; sharing experiences; having conversations; giving directions.

Usually there is no problem in getting children to talk. They want to share their experiences. A good teacher will encourage conversation among the children as they work and play, while they eat lunch or have snacks, when plans are being made.

The only no-talking time is during rest or when directions or explanations are being given.

Sometimes there will be a special "sharing" time when one child at a time will be asked to tell the others of some interesting experience like going to the fair or going fishing. He may tell about the new house or new baby, or a visit by an aunt, uncle, or cousin. Almost anything, even seeing a toad or a flower on the way to school, is worth sharing with the others.

The "sharing" time does not need to be at any set time, however. During many of the regular activities children will want to share their experiences with others. One child may tell another, for example, how he is building a play house. Another will explain to a group or a playmate what and how he feeds the caterpillar he brought to school. Still another may explain why a certain tool is handled as it should be. Planning activities is a sharing time. There are opportunities everywhere for children to share through language.

2. Listening to stories told or read by the teacher, or told by other children.

Two-year-olds and three-year-olds like to gather in small groups to listen to stories, look at pictures and learn rhymes. Even if they don't understand the words, they like rhymes and learn them easily. They like stories about themselves, moving things, toys, pets, and babies. These children like to talk about pictures, tell what they see, to make up simple stories about them.

Every good nursery and kindergarten will have many pictures and story books which children will be encouraged to look at and talk about.

Four and five-year-olds like stories too, of course. They can listen for somewhat longer periods of time and can tell longer stories. They too like to gather in groups to listen and to tell. These kindergarten-age children will learn longer rhymes and use them during their play periods.

At this age children can make their own books. The teacher can print in manuscript, on a large sheet of paper, the stories told by the children. Then children can draw or cut out pictures to illustrate each story. They enjoy hearing the stories read back to them. They may want to make several books, one about animals, one about machines, one about people, and so on.

A good teacher will read to the children each day. She will have many good books to choose from. Some of these books will be placed on low shelves where children can reach them.

These books will be about things children are naturally interested in. After a trip or other experiences, the teacher will select stories that are related to the activities that are fresh in the children's minds.

It is important that the teacher enjoy the story along with the children. Children can tell whether the teacher is having fun, and their own enjoyment will depend on hers. A good teacher will also enjoy the stories the children tell her and each other.

If story time is made very interesting to the children, they will learn to love books. The love of books is very important to them, both as children and throughout the rest of their lives. A person who enjoys books is likely to be much happier and much more valuable to his community and even to the world. Therefore the main object at story time is to help children learn to enjoy books. A teacher can do this only if she enjoys books with children.

Here are some do's and don't's which you should remember in telling or reading stories:

1. If you are telling a story, be sure you know it well yourself before you begin.
2. If you are telling or reading a story indoors, have the children sit on their chairs or on mats or rugs on the floor. Sit down with them.
3. If you are outdoors, children may sit on dry grass, steps or sand.

4. Don't let children sit on tricycles or other toys, on tables, or at tables where there are play materials to take their attention. Have nothing to keep them from listening.
 5. Remember small groups are best for reading or telling stories.
 6. Read often the stories the children ask for, letting them take turns in choosing. But introduce new stories too.
 7. Be sure to hold the book so that they can see the pictures as you go along.
 8. Don't talk too much about the story or point out a moral.
 9. Answer children's questions about the stories.
 10. Read or tell the story in a lively way as if you too enjoy it, but don't be too dramatic.
3. "Looking-up" information about nature, machines, or other interests.

Many times children will want to know something about things they find or see or hear. There is no better way to teach them the value of books than by helping them find the answers in sets of books kept for that purpose. These books will probably not be those you read to them in groups. They will be too "hard" for that purpose. But illustrated books about birds, reptiles, stones, animals, motors, etc., will be of special interest at special times. Joan may have brought a cocoon to school. The children have watched a butterfly emerge. They want to know what kind of butterfly it is, so they look it up in the butterfly book.

Arthur sees a red bird with a crest on its head. He points it out to the others. The teacher helps them look it up in the bird book to see what kind it is and find out about its habits.

Jim and Rodney are planning to make boats. They want to find out how to build a canoe, and so they ask the teacher to help them look it up in the book on boats.

4. Dramatic play or "acting out" stories or events.

We have considered dramatic play in another section

of this manual, but we should remind ourselves here that "acting out" their interests and favorite stories is a good language activity. Except in pantomime (which is not natural to children) the use of words is necessary to drama. A good teacher will encourage talking and singing to go along with actions in all play activities which use imagination.

5. Listening, as well as talking, is a language activity.

Most of us have heard "discussions" where everyone talks at once and nobody listens to anybody else. In cases like that nothing is gained. It is just as important to teach children to listen as it is to teach them to speak.

One of the best ways for a teacher to do this is to be a good listener herself. All members of the group should learn that sharing words is just as important as sharing supplies and equipment. A good citizen respects the rights of others, and one of those rights is the right of each child to take his turn in being heard - in being listened to.

Probably one of the greatest reasons for lack of understanding in communities and in the world is that people don't listen to each other. Let's see that our children learn in the nursery-kindergarten to listen to others, to take their turn at asking others to listen to them. "Telling something back" or repeating it at times may help.

6. Speech defects - do we try to correct them in Nursery-Kindergarten?

Unless we have been especially trained in speech correction, it is dangerous to try to correct such things as stuttering, stammering, lisping, etc. Usually these defects come from some nervous disorder which should be handled by experts.

The nursery-kindergarten teacher can only make a child feel as calm and relaxed as possible in the school so that the reason for the defect may disappear. She never corrects the speech of a child with a nervous disorder or calls attention to it. Instead, she may give him something to do to express himself in some other way - like painting or modeling or hammering. She encourages other children to accept the child as he is, without paying attention to his defect. When a stutterer, for instance, feels comfortable with the teacher and the group, he may stop stuttering all by himself.

If the speech defect grows worse or does not improve, it may be a good thing to see if conditions at home are causing the problem. If there is a child guidance clinic nearby, there will be someone there who can help.

7. Reading - do we try to teach it in kindergarten?

Experts in teaching children to read agree that, before they can read, they need to be ready physically, socially, and emotionally. Since the whole purpose of the nursery-kindergarten is to help them grow in these three ways, almost all of the activities here are useful in getting a child ready to read.

If we urge a child to read too soon, he may learn to dislike rather than like reading, because it is too hard for him. His eyes may not be ready, so that there is a strain on eye muscles. He may not have had enough experience in noticing differences; therefore he cannot tell the difference between c-a-t and c-u-t, for instance. He may not have had enough experience with books and words to want to read. In other words, if a child isn't ready to read, trying to teach him to read may cause what is sometimes called a "mental block" against reading. If this happens, it becomes hard for him to read even when he would otherwise be ready.

On the other hand, some kindergarten children may be ready to read. If you find that one or two of the children are ready, it is wise to give them as much help as they want. But how are you going to know if certain children are ready?

You can tell this by observation. For instance, in kindergarten (but not nursery) you will put a child's name together with a picture of an animal or flower or machine above his locker. You will print his name on the picture he paints. Most kindergarten children will soon learn to recognize their names when they see them printed. But most of them will not try to print their own names. If one does, however, he probably is ready to read. If a child keeps asking you to tell him what the letters are, he is probably ready and should be encouraged. But he should not be drilled or "pushed". He should not use work books.

You should listen when he reads to you and help with the words he asks help with. You should "manuscript" print what he asks you to print, and listen as he reads it back if he wants to. You should encourage him when he recognizes a word, but never make him feel he is a failure when he doesn't.

9. Include some rhymes and poems.
10. Include reference books.
11. For nursery children, include some very sturdy books with pictures only.

Here are some suggestions as to where you may find lists of books for children, how you may get them with discounts to schools, etc.

1. Go to the children's librarian in your community for suggestions. She will give you publishers' catalogues and tell you how to ask for discounts to schools.
2. Talk to the principal or librarian of your local public elementary school. He or she may have catalogues of publishers with information about discounts to schools.
3. Your Board of Public Education will probably have information and catalogues which you may study.
4. Write to publishers and ask for their catalogues of children's books for ages 3 through 5. Ask them about discounts for your school.
5. Select your books according to the suggestions above, figure the discounts, and send a check together with your order.
6. A list of only a few of the good inexpensive books available is furnished with this section of the Manual. (These books should be strengthened with tape along the bindings or covered with plastic to make them last longer).

SUGGESTED BOOK LIST FOR NURSERY-KINDERGARTENS

Some of these books can be used for reference; some are for reading aloud; and some are for children to look at by themselves..

Little Golden Library

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Price</u>
All Aboard	Author	Golden	.25
Animals Merry Christmas	Jackson	"	"
Baby's House	McHugh	"	"
Big Brown Bear	Duplaix	"	"
Christmas Carols	Syckoff	"	"
Color Kittens	Brown	"	"
Counting Rhymes		"	"
Dr. Dan the Bandage Man	Gaspard	"	"
Five Little Firemen	Wise	"	"
Exploring Space	Wylar	"	"
Fury Takes The Jump	Reit	"	"
Golden A B C	DeWitt	"	"
Johnny's Machines	Palmer	"	"
Little Golden Book of Words	Chambers	"	"
Little Peewee, the Circus Dog	Kunhardt	"	"
Little Red Hen		"	"
Musicians of Bremen	Grimm	"	"
My Baby Sister	Patsy Scarry	"	"
My Teddy Bear	Patsy Scarry	"	"
Night Before Christmas	Moore	"	"
Our Puppy	Nast	"	"
Prayers for Children		"	"
The Saggy, Baggy Elephant	Jackson	"	"
The Shy Little Kitten	Schurr	"	"
Smokey the Bear	Watson	"	"
Three Bedtime Stories		"	"
Tiger's Adventure	Gottlieb	"	"
The Train to Timbuctoo	Brown	"	"
Two Little Gardners	Brown & Hurd	"	"
Wild Animal Babies	Daly	"	"
Children That Lived In A Shoe-Pease		Rand-McNally	.29
My First Zoo Book	Cobb	Rand-McNally	.15
Parakeet Peter	Sprinkle	Rand-McNally	.25
Read Aloud Puppy Stories	Grosset & Dunlap		.39
Read Aloud Fairy Tales	Grosset & Dunlap		.39
Read Aloud Kindergarten Stories	Grosset & Dunlap		.39
Read Aloud Mother Goose	Grosset & Dunlap		.39
Read Aloud Nursery Tales	Grosset & Dunlap		1.00
Read Aloud Train Stories	Grosset & Dunlap		.39
1-2-3- Picture Book	Platt & Munk		.40
A Child and Rhythm	Newman	Mills	1.00
Favorite Nursery Songs	Chanian	Random	1.00

Book List 2

<u>Title</u>	<u>Author</u>	<u>Publisher</u>	<u>Price</u>
Happy Songs for Children (Book One - Book Two)	Caines	Willis	.85
Baby Animals (Linen)		Platt & Munk.	.30
Baby Sees (Linen)		Platt & Munk.	.30
Baby's First Book (Linen)		Platt & Munk.	.40
Baby's Toys		Platt & Munk	.30
My Toys	Goldin	Rand-McNally	.15
It Goes	Wilde	Whitman	.15
Wonders of Nature	Watson	Golden Press	1.00
Dressing Up	Horwich and Verrenrath	Rand-McNally	.95
Fall is Here		Row, Peterson	.48
Winter is Here		Row, Peterson	.48
Spring is Here		Row, Peterson	.48
Summer is Here		Row, Peterson	.48
Good Naughty Book	Watts	Rand-McNally	.25
Sky and Heavens	Hood	Penguin	.65
Wild Flowers	Chadwick	Penguin	.65
Read Aloud Train Stories (Park Lazar & Farquhar)	Advisory Board	Grosset&Dunlap.	.39
Child's Garden of Verses	Stevenson	Grosset&Dunlap.	.25
Little Boy Blue & Other Nursery Rhymes	Leaf	Rand-McNally	.25
Mother Goose	Brice	Rand-McNally	.25
Winken Blinken & Nod & Other Nursery Rhymes	Field	Rand-McNally	.25
Leaves	Row, Peterson & Company		.48
Pebbles & Sea Shells	Row, Peterson & Company		.48
Birds	Row, Peterson & Company		.48
Fishes	Row, Peterson & Company		.48
Flowers, Fruits, and Seeds	Row, Peterson & Company		.48
Insects and Their Ways	Row, Peterson & Company		.48
Reptiles	Row, Peterson & Company		.48
Sky Above Us	Row, Peterson & Company		.48
Trees	Row, Peterson & Company		.48

(There are many others in the Row, Peterson Basic Science Series. They will send you a list and catalogue upon request.)

Other good reference books for Kindergartens include the Maxton Publishing Corporation, "Maxton Books About" Series, including Bees and Wasps, Birds, Butterflies, Cats, Coins, Flowers, Insects, Prehistoric Animals, Rivers, and many others. The price of each book is 69¢ without discount.

See next page for list of addresses of publishers.

Golden Press, Inc.,
One West 39th Street
New York 18, New York

Grosset & Dunlap, Inc., Publishers
1107 Broadway
New York 10, New York

Mills Music, Inc.,
1619 Broadway
New York 19, N. Y.

Penguin Books
3300 Clipper Mill Road
Baltimore, Maryland

Platt and Munk Company, Inc.,
200 Fifth Avenue
New York 10, New York

Rand McNally and Company
P. O. Box 7600
Chicago 80, Illinois

Random House, Inc.,
457 Madison Avenue
New York 22, New York

Row, Peterson & Company
2500 Crawford Avenue
Evanston, Illinois

Albert Whitman and Company
560 West Lake Street
Chicago 6, Illinois

Willis Music Company
124 East 4th Street
Cincinnati 1, Ohio



HOW TO USE DRAMATIC PLAY IN FILLING CHILDREN'S NEEDS.

Why Do Children Need Dramatic Play?

Before we can answer this question, we must understand what dramatic play is. Briefly, it is only "acting out" the things that interest them. Anyone who watches children knows the vast number of these experiences they use in their play activities. They "play house", "play horse", "play Indians and Cowboys", "play space man", "play fire engine", "play train". This list could go on indefinitely.

The thing that has happened most recently is the thing that they are most likely to "play". If they have been to the circus, they act out each phase of circus activity, building cages for the animals, becoming the animals in imagination. They become clowns, trapeze performers, tumblers, bare back riders, etc., etc.

Now let's see why these experiences that use their imaginations are valuable to children. Why should we use them in nursery-kindergarten? Here are some reasons for giving them a chance to use dramatic play:

1. It stimulates imagination, and imagination is what makes the world progress. Almost every improvement in the world has grown out of somebody's imagination.
2. It helps children understand the world in which they live. They cannot "act out" a thing without doing some thinking and finding out some facts about it.
3. It helps children express their feelings or emotions, which is always good for them. They express themselves in words, in emotional behavior, with their bodies.
4. It gives them a chance to use and develop muscles, often providing healthy exercise.
5. It helps them get along with each other, which is one of the great purposes of nursery-kindergartens.
6. Sometimes it gives a wide-awake teacher a chance to find out why a child is emotionally upset or too shy or too bold.
7. It gives children new ideas and a chance to develop them.

8. It gives each child a chance to be important, which is so necessary to him.
9. It gives the teacher a chance to guide children into learning experiences.
10. It gives children a feeling of responsibility (in the care of equipment, in acting out the character he has decided to be, etc.)

How Do We Teach Dramatic Play?

This is one nursery-kindergarten activity for which most children don't need stimulation or even encouragement. Usually all they need is opportunity. It is up to us, then, to give them a chance to play dramatically. Let's see how we can do this to the greatest extent.

1. Always have a play house or play corner which they use as a play house. This is one of the most valuable areas of the school. There should be one both inside and outside if possible. This should have equipment which is adequate, but it does not need to be expensive. Furniture must be child-size and strong enough to really use. This may be made by parents or a helping group. (See * below). It should include:

table	sink	chest of drawers
chairs	mirror	trunk
sofa	curtains	small suit case
bed	telephone	doll buggy
stove	wash tub	doll bed
ironing board	dish pan	dress-up clothing
tea towels		broom & dust mop
unbreakable dishes (not toys)		cooking utensils

* The children themselves will like making much of their furniture, and this is better because it helps the child use his imagination. Almost any hardware or heavy-goods store will give you wooden boxes which the older children can sand and shape and paint like stoves, tables, chairs, cupboards, beds, ironing boards, etc. Let the children help plan how to make each one. Their fun will begin even before the play house is made. Sometimes mothers and fathers become interested in these activities and begin to look around for play-house materials that cost little or nothing. Some of these are: spools for knobs; dishes made from tin foil; frozen fruit juice cans painted and used for glasses; frozen foods foil plates and cartons; paste-board milk cartons cut to size for containers; flour and

feed sacks or scraps of cloth for curtains, tea towels, etc., rag dolls; clothes, (both women's and men's); scraps of cloth and fur; old pocketbooks; ribbons, etc., for dress-up play.

2. Keep on hand materials for playing store. Use tin cans with smooth edges and pasted-on pictures; small boxes with pictures and labels; (Use your imagination and let the children use theirs in equipping the store.) Make a cash register out of boxes; make meats, fruits and vegetables out of clay and paints; use sand for bags of sugar, etc.

Keep store equipment in cartons when not in use, but keep it where children can find it.

3. Keep in your dress-up boxes such costumes as Indian headdresses (can be home-made), cowboy clothing, firemen's hats (made from paper); space suits or other equipment (home-made), and any other such materials. As the need for such equipment arises, encourage the children to make it or gather it together; then care for it.

4. Encourage children to use their supply of blocks (these can be home-made, of course) and sturdy cardboard boxes in making such things as:

automobiles	all kinds of machinery
boats	space ships
barns & stables	dump & other trucks
airplanes	trains
house trailers	moving vans, etc., etc.

The boxes can be bound with tape at corners and seams and painted with shellac to make them stronger.

5. Provide materials for playing with sand and water. In warm climates the opportunities for this kind of dramatic play are almost unlimited. Give them a sand box or even a sand pile, a faucet to get water, and a few containers, and they will mix "cement", make "food", build "dams", and "bridges", even build houses and public buildings. A large paint brush and a can of water will keep nursery children busy for hours "painting" fences and the outside of buildings and play equipment. And materials are so easy and cheaply made or gotten, like:

tin cans of all sizes
old wooden and metal spoons
old flour sifters
old buckets
old pieces of garden hose

You can punch holes in the bottom of cans for sifters, tack screen wire on a frame for sifting, do all kinds of things with practically nothing at all. The smaller children will like simply to pour water from one container to another.

6. Keep a supply of small animals so that a farm can be "made" and played with. Some of these can be cut from cardboard and wood, then painted.
7. Keep a "doctor's bag" on hand, packed with plastic medicine bottles, a stethoscope, first aid equipment, etc. Have a nurse's cap and apron. The children themselves will provide a "hospital", by putting a bed in a corner, and, presto you have a dramatized sick-bed scene.

We could go on indefinitely suggesting situations and materials for dramatic play, but that could fill a book. The opportunities are as many as there are activities in real life. You and the children are the ones who will take over from here. You can hardly miss, because the children won't let you if you are wide awake and energetic.

Some Important Things To Remember About Dramatic Play.

1. Most important, give children the materials (or help them find and make them) and give them the time and there can't help being dramatic play or "play acting" in a nursery-kindergarten. Let them, that's all.
2. A good teacher will guide the play when she feels it is necessary, but never direct this type of activity. Directed dramatics like that seen on a stage has no place in a nursery-kindergarten.
3. The teacher will "enter into the spirit" of the play, so that the children know she is "with them" in spirit. She will not, however, necessarily play with them. She will keep out of it as much as possible.

4. The teacher will, of course, limit the use of material and equipment so that the building, furniture, equipment, and children are not hurt. Also, if the play becomes aimless running about or roughhousing, a change of activity is necessary.
5. Try not to interrupt when children have "lost themselves" in their play so that they really forget who and where they actually are.

Science

NATURE



HOW TO USE NATURE IN FILLING CHILDREN'S NEEDS.

Children Need To Understand Nature Which Surrounds Them.

Because nature is all around us all of the time, we are likely to take it for granted and pay little or no attention to its wonders. When we grown-ups were small most of us were not taught to look, listen, smell or feel the many interesting and beautiful things from nature. Therefore we do not now enjoy them as much as we should.

It is up to us, then, to help children know about and enjoy nature when they are small. This will add to their enjoyment both in childhood and in adulthood so that all of their lives will be richer. Besides, it's so easy to interest children in nature because they are naturally curious about it. It is our job to make that interest grow and stay with them always.

It costs money to enjoy many things in life. But nature is free to know and enjoy, just like friendships. We need practically no money to carry on a nature program in a nursery-kindergarten, and children need no money to work and play with natural things at home.

Living Things That Surround Us.

1. How can we watch and learn about Plant Life?
We might say there are two ways to do this:

- (1). By planting things. It is easy to have plenty of growing things on your playground and inside the building. Nothing interests children or teaches them more than helping to plant and care for seeds, bulbs, and plants. There is real excitement and satisfaction in watching a plant peep through the soil after it has been planted by a child's own hands. He takes a great interest in watering it, keeping the weeds out, and learning why it must have sunlight, water, and air. When the buds begin to show, there will be real excitement.

They enjoy planting and caring for vegetables, too, and nothing tastes better to a person than a tomato raised by himself.

Both flowers and vegetables may be planted either inside or outdoors. A terrarium (or box for planting things) is as interesting to children as an aquarium, and there is more for them to do with it. Flower pots, tin cans, and glass jars, of course, are wonderful for planting everything from orange and grapefruit seeds to carrots, avocado seeds, sweet potatoes, and white potatoes. All of these make pretty potted plants when they grow.

The children will enjoy painting tin cans in bright colors to be used as flower pots. These can be used as vases, too, to hold cut flowers, leaves, and berries. Nothing brightens a room so much as flowers and growing things.

- (2). By taking nature walks. Here nature has done the planting for us, and we have only to look, smell, hear, feel, wonder, and learn. What kinds of plants, trees, and wild flowers are all about us? Which ones have leaves and which have needles or fronds? Which have fruits that we can eat? How does each grow its seeds? Which bushes like the sun and which like the shade? What berries are poison? (This is very important in Florida, and the information should be gotten from the county agent.) Many things are to be learned about insect, bird, and animal life, too, when you take children on nature walks.

2. How Can We Learn About Animal Life In The Nursery-Kindergarten?

It is always a good thing and almost always possible to keep some animals at a nursery-kindergarten. In Florida the weather allows them to be kept outside a great deal. The best ones to keep at school are chickens, ducks, guinea pigs, rabbits, white rats, and turtles. Dogs and cats are not recommended. You probably won't want to have all of them at once, but can keep each for a short time or one or two all of the time.

Be sure your animal is healthy and that you have the right cages or shelters for each one. Use the animals at all times to train children in their care. (Keep them clean and well fed and watered.)

Here are some pointers on caring for animals:

- (1). Chickens or ducks: Keep in a pen. Give them grain and food scraps.
- (2). Guinea pigs: Keep in a pen or a box. Their feet should be on saw dust or grass. They eat green things and grain. Bring inside on cold nights.
- (3). Rabbits: Keep in pens with wire bottoms. They eat rabbit pellets and carrots, and need plenty of drinking water.
- (4). White rats: Keep in a cage inside. Give them something to climb on and feed them puppy biscuits.

3. How can we learn about birds, insects, reptiles,

etc.?

- (1). Parakeets and canaries can be kept in cages, of course, inside the building. Children should be taught to feed and water them and clean the cages.
- (2). Caterpillars may be kept in glass jars with screen tops. Give them leaves from the tree or vine where they were found.
- (3). Pollywogs. Glass bowls (big mayonnaise jars, etc.) are best for these. Keep them in the same water where the pollywogs were found. When the front feet begin to show, give them a rock to climb out on, and feed them turtle food.
- (4). Lizards should be kept in an aquarium with sand and rocks. Feed them insects.
- (5). Sea life. When you take the children to the beach or the lake, let them bring back crabs, starfish, or other sea life. Bring water from the sea or lake and keep it cool.

- (6). Gold fish and guppies. Any glass jar or bowl with a big enough top to let in plenty of air is all right. It need not be one that you buy. Go to the library and find out what plant and stone life you should put in the bowl with the fish. Feed them only food made especially for them.

Let the children take an active part in feeding and caring for all of these, including preparing their cages or "houses".

4. How can we make the best use of nature walks?

- (1). Let the children stop whenever they want to examine insects, plants, or animals. Encourage them to ask questions and discuss.
- (2). Encourage them to take specimens back to the building whenever you feel that they can be properly cared for in the building or on the grounds.
- (3). Teach children not to pull plants by the roots and to pick flowers either sparingly or not at all, according to the laws and rules governing the location.
- (4). Teach them to be alert for all sights, feelings and smells in nature.

Train them to listen for the bird songs, the rustle of the rabbit, the rippling of the brook, the roar of the waves, the sound in the seashell. Help them enjoy the feel of the breeze in their hair, the sun on their shoulders, the moss under their fingers, the water that runs over their hands. Be sure that they don't miss the scent of the pine needles in the sun, orange blossoms, the mustiness of the damp leaves after a rain, even the fishy smell in the lake.

The "sights" we take for granted, but, even so, children need to be taught to watch for such things as birds, lizards, rabbits, shells, stones, trees, bushes, flowers, leaves, pinecones, cocoons, birds' nests, perhaps even baby alligators. We must teach them to look with their minds as well as their eyes, to really see what they look at, whether it be clouds in the sky or violets at their feet.

- (5). Teach them to respect all life, not to molest or destroy living things. Teach them, for instance, that worms are very valuable in nature and should not be crushed. Birds do an important work in eating harmful insects.
- (6). Be careful not to keep the children out too long on any one trip. They will not learn to love nature if they become too tired.
- (7). When they return from a trip, be sure to give them a chance to talk about what they have seen, heard, smelled, etc. If they have brought back specimens, place them on the museum shelf or in jars or boxes as required.
- (3). Keep picture books about nature on hand, so that you can look up answers to their questions.

OTHER CONSIDERATIONS IN NATURE:

There are many other natural things which interest children in addition to those that live. They ask what makes some rocks round and some jagged; why it is cold in winter and hot in summer; what makes the electric clock go; and hundreds of other questions about nature.

Then we must be prepared to find the information they will want about the seasons, stones, shells, the air, what causes day and night, what are the sun, the moon, clouds, rain, thunder, lightning, wind, fire, ice, water, dew, etc.

We cannot all be scientists, but we can keep books in the library that will help us to answer these questions simply. We must answer their questions truthfully, but not try to tell the whole truth. Too much detail will confuse them. However, we should be able to tell them, for instance, that the stars are planets, just like the Earth, very, very far away.

Each change of season gives us a wonderful chance to provide a variety of activities. Connected with and in addition to seasons are special days which children delight in observing: Thanksgiving; Christmas; Halloween; and birthdays. In this connection, let's not forget the

children's birthdays. Singing "Happy Birthday To You" at snack time and giving a special privilege or two to a child makes him feel happily important and loved.

EQUIPMENT NEEDED IN NATURE AND SCIENCE EXPERIENCES:

Many of the things needed for nature work in nursery-kindergartens have been named as we went along, but some have not been mentioned. Let's list a few helpful and necessary things here:

1. Bird and animal cages, boxes, etc.
2. Aquariums (Can be a gallon mayonnaise jar).
3. Glass jars for various specimens.
4. Flower pots or painted tin cans.
5. Vases or painted waste containers, painted brightly.
6. A few seeds and bulbs. (Most of these can be saved from kitchen waste).
7. Various animals, insects, birds, reptiles, etc. (Be sure that those brought in from field and stream are taken back to their native homes after they have been watched and cared for a few days).
8. Rocks, cones, cocoons, seed pods, shells, etc., etc., which the children bring in from walks.
9. Mechanical objects such as:
 - (1) magnets
 - (2) magnifying glasses
 - (3) an electricity box
 - (4) thermometer
 - (5) prisms (to study color effects)
10. Watering Cans.
11. Books, pictures, songs and records about nature.

- (1). Our World of Science by Craig - Row Peterson Company.
- (2). The Basic Science Education Series - Row, Peterson Company, Evanston, Ill.
- (3). The Golden Nature Guides series put out by Simon & Schuster, Publishers, New York City.

Weather	Birds	Flowers
Insects	Stars	Trees
Seashores	Mammals	Fishes
Rocks and Minerals		

These books will all be used when the teacher helps a child "look up" something he is interested in.

Song books listed under "Music" will include nature songs, and a good teacher will keep her eyes open for pictures of birds, plants, animals, etc., in magazines.

Above all, remember that the best equipment is free and surrounds us all of the time if you and the children learn to recognize and use it.



Play



WHY DO CHILDREN NEED FREE PLAY OUTDOORS WITH THE PROPER EQUIPMENT?

We have already discussed children's need for "free play" time when they can follow their own wishes and choose their own activities. Of course, as we have seen, most of their activities in a nursery-kindergarten allow them to do this. But the playground is especially fitted for such freedom.

Little children do not want too much direction and should not have too much. (This does not mean that they should not be supervised; it means that they should not be directed or organized except as they organize themselves).

Besides giving an especially good opportunity for freedom, the out-of-doors provides the best opportunity for children to do the following things:

1. Develop large muscles, so important to them at this age.
2. Learn balance on equipment provided for that purpose.
3. "Let off steam" by shouting, running, screeching. (This also is important to children.)
4. Experience a sense of power, overcoming "danger" which comes from climbing, sliding, etc.
5. Breathe fresh, clean air so necessary to good health.
6. Cooperate with other children in choosing and carrying out activities.
7. Exercise imagination in "making up" games or building things or digging.
8. Learn about natural things such as flowers, insects, animals, birds, trees, etc.
9. Get exercise for growing bodies, so necessary to children.
10. Have fun, either by themselves or with others. (This is important, too.)

How Can A Nursery-Kindergarten Make The Best Use of Outdoor Play?

To make the answer very simple, we might say that the best way to use the out-of-doors is: (1) by providing the best and safest space and equipment; (2) by turning the children loose with it; (3) by giving them careful supervision (but not direction). Number one and number two will give them all of the advantages mentioned under WHY. Number three will keep them safe.

First we should say a few words about space for a playground. The playground should be as close as possible to the nursery-kindergarten room, of course, for the sake of convenience. It should be as large as possible to allow freedom but not so large that supervision will be difficult.

In hot climates afternoon shade should be provided, either by the building itself or by trees. There should be open sunny spots too, for cool days. There should be a hard surface space for wheel toys and, if at all possible, a place to store these and other outdoor toys should be provided.

Second, let's discuss some of the Playground Equipment that should be provided and some ways to use it.

Here are some of the activities that are used successfully on nursery-kindergarten playgrounds, together with the equipment needed and some suggestions:

1. Climbing on jungle jims, ladders, etc.
The jungle jim should be sturdy, strongly anchored to the ground, and built of hard wood or one-inch iron pipe, according to accepted design to insure safety. Children should never be allowed to tease or rough-house on the jungle jim, and there must be a soft surface underneath to prevent injury in case of a fall. Ladders should be sturdy, light, and movable.
2. Climbing and sliding on slides. Slides should be small enough for little children, sturdy, well anchored, and surrounded by a soft surface. Children should never be urged to use a slide. When they are ready, they will not be afraid to go down. They should not go down backwards, put toys on slides, or have toys in their hands when they go down. Wood ones are best since

they do not get so hot.

3. Swinging. Swings are sometimes discouraged on nursery-kindergarten playgrounds. When they are used, they should always be well supervised. Again, a child should not be urged to use a swing. When he is ready, he will do so "on his own". Seats should be of leather, plastic, or other soft material for safety's sake. Or use an old tire on a tree.
4. Balancing on planks fastened to some low object like a block of wood or small keg. Teeter totters are not used for small children because they are dangerous. But low balancing planks are quite safe if low enough and well supervised.
5. Building with big boxes or large hollow blocks. Children love to build play houses, boats, cars, airplanes, trains, etc. Give them wooden crates or boxes which you can find free at stores, but sand them well to prevent splinters, and be sure to remove all unnecessary nails, pounding down securely those that are necessary. See that no heads or sharp points are sticking out.

Piano and organ boxes or wooden crates used for other furniture and electric appliances make fine play houses. A nearby furniture or music store will probably be glad to save one for you.

Hollow blocks should all be large but of different sizes, made of light wood so that little children can handle them. All surfaces should be smooth.

6. Digging in the dirt. A favorite activity of nursery-kindergarten children is digging. This is an especially fine activity, because it costs practically nothing for equipment. Just give them a corner of the playground for that purpose; provide them with small shovels, old spoons, smooth-edged tin cans, old cooking utensils, buckets, etc., and let them "go to it". Watch to see that they don't throw dirt or sand at each other or dig a hole that is too deep.

When it is becoming too deep, have them fill it up and start over again.

7. Playing in a sand box. The younger children will prefer this, perhaps, to digging in the ground. The box should have smooth edges and be provided with the same type of equipment as the hole-digging corner. A lightweight cover (screen or canvas) should be placed on the sand box when not in use to keep out animals and unnecessary dirt. Tin cans of different sizes and shapes, opened with a mechanical can opener are costless and very useful. Ask the kitchen crew and parents to save them for you. Throw them away when they become rusted. Be sure not to let any child throw sand. Provide small pieces of linoleum, flat blocks, flat floor tiles, etc., for children to sit on, because you will want to keep the sand damp to make building easy.

8. Riding on kiddy-kars or tricycles; pulling and pushing wagons and wheelbarrows; pulling or pushing dump trucks; playing with other wheel toys. These are activities children never tire of. There should be several such toys to prevent quarreling, and plenty of material to haul in them should be on hand.

9. Playing with water is a must activity in warm weather. It requires a little more effort on the part of the teachers because of changing into dry clothes, but it is worth it. Bathing suits and trunks or light sun suits will dry quickly on a line and can be replaced easily in lockers for the next day.

Equipment includes simple articles like a hose with nozzle or sprinkler; tubs, plastic or canvas wading and splashing pools, buckets, tin cans, sand for "mud pies", etc. Of course nozzles should not be strong enough to hurt, and containers not deep enough to be dangerous.

10. Rolling, throwing, pushing big balls. Real "ball games" are, of course, too hard for

our children, but they love to play with balls of different sizes, and their muscles get good training when they do. They learn to coordinate eye muscles with big muscles and big muscles with each other. Balls should be soft, large, and of various sizes.

11. Crawling through large concrete tile pipes such as water and drainage pipes. These should be large enough that no child will "get stuck", of course, and solidly enough anchored that they don't roll over on the children. They will think up many games to play with this simple equipment. Tiles can be had usually from local water departments or commercial companies who may give them to you or sell them to your school very cheaply.
12. Rolling kegs or rolling on them. These should be planed or sanded smooth of splinters, free of nail heads or points that stick out, and sturdy enough to "take it", but small enough for little children to roll on safely.
13. Playing at driving cars, steering boats, and piloting airplanes. Some of the parents should be glad to help locate and bring to the school an old car from a car "grave yard", and a useless boat which has been discarded. Children can have endless fun playing on and with these. If you are an active dreamer, and have plenty of space, you might even dream about finding a small worn-out airplane. What a thrill that would be for your children! Having these things they can drive, paddle, or fly in perfect safety.
14. Galloping, leaping, running, jumping, skipping, etc. These activities require no equipment and are valuable in helping children "let off steam". They sometimes like to do things just out of pure joy in muscular activity. Sometimes you will want to bring out the phonograph and let them do them to music. Or they may just sing or chant rhymes as they go along.

15. Doing rhythmical activities which imitate things they know about, like chugging like a train; whirring like an airplane; trotting like a dog; clopping like a horse; stomping; beating with sticks on boards, drums or kegs; jumping like a kangaroo.
16. Playing set games IF children ask for them. Older ones may sometimes ask, but usually kindergarten children are too young for any except the simplest games such as loobey loo, mulberry bush, tag, drop the handkerchief.
17. Rocking in rocking boats. These easily made boats are especially good for nursery-age children, and can, of course, be used either indoors or outdoors.
18. Playing house. We have mentioned play houses before, but we should remember that, both indoors and outdoors, this is one of the favorite games of small children. They need no encouragement and little supervision. Just give them a play house corner, with a big box or structure if possible, and some simple equipment like tin cans, cardboard or wooden boxes, metal frozen fruit containers, wash basins, and sturdy play toys if possible. Dolls and other toys used inside for play houses can be taken out if they are carefully carried inside again each day.
19. Just sitting or lying still, resting on grass or sand when they feel like it. If a child is still it is usually because he needs to rest.
20. Watching caterpillars, bugs, birds, leaves, flowers, the clouds in the sky, the breeze in the trees, listening to bird, insect and animal calls and the rustling of leaves.

Here are a few extra suggestions for equipment that may be useful to you:

1. Equipment not recommended includes kiddie cars without pedals, scooters, merry-go-rounds and other swinging objects, mechanical toys, small peg boards, toys with

sharp edges or points, teeter totters, "mouth toys" such as horns.

2. Smooth boards of different lengths and widths to put roofs on play houses, or use in other building are very valuable. A lumber company will probably give you scraps for this.
3. Carpenter's "saw horses" are useful in many ways.
4. Bird baths and bird feeders will attract birds and give children an opportunity for nature study.
5. Garden tools and a plot of ground, if there is room, will provide the children with more opportunity for nature study. Small plants and seeds will be needed. The children themselves may want to plant and water small plants near the building for base planting. They will enjoy watching them grow, take pride in their beauty, knowing they helped.
6. An old but sturdy innerspring mattress for bouncing is a good idea if you can find one not in use. Cover it with plastic or canvas.

How Must We Take Care Of Our Equipment?

Equipment is hard to come by, whether bought, donated, or made. It is expensive to buy, hard to find if donated, and it takes time and materials to make it. But it is impossible to operate a nursery-kindergarten worthy of its name without the proper equipment.

Therefore it is absolutely necessary to care for what you have, to make it last as long as possible. Here are some rules for taking care of your equipment, whether it is used inside or outside:

1. Repair things broken or damaged immediately. It is the duty of the operator to do this or see that it is done.

Everything must be watched for safety. Watch for splinters, loose or protruding nails, sharp edges, etc., and repair them promptly.

3. Watch all wheel toys for loose screws and bolts. Tighten them immediately because it is dangerous and wasteful if they come out.
4. Have regular clean-up-and-put-away periods at the end of every activity. Have the children help put things away neatly in spaces provided and labelled. Never let children just throw things into boxes or on shelves. See that they put equipment and supplies away carefully. It is good training to teach them the value of things and their proper care. Cut out pictures pasted on boxes and above shelves will tell children where things belong. Wooden boxes are better than cardboard on account of bugs and roaches.
5. Do not let books and toys lie scattered around the room or playground when not in use. Good housekeeping and ground-keeping are necessary. Although nursery-kindergarten rooms and playgrounds should look and be used for the needs of the children, they should be kept in good order with everything put in its proper place immediately after each use.
6. Be sure that each toy or puzzle or piece of equipment is put away with all its parts together. A peg board becomes useless, for instance, if the pegs, board, and mallet are separated. A drum is useless without the drumsticks. Keep all parts together. Otherwise, wasteful and expensive replacements are necessary.
7. Wash toys, blocks, balls, dolls, canvas or plastic cots, and doll clothes often. They are germ carriers.
8. Keep flower vases, wading pools, tubs, buckets, slides, etc., clean of mud, leaves, and trash.

Methods - Outdoor Play
Page 9

9. Put sand box equipment in a box at the end of the day and put it away. Remove trash, sprinkle it down, and cover it if possible. Plastic or canvas weighted down is acceptable.
10. Never leave toys and equipment out to be rained on unless it is not movable.
11. Paint equipment when needed. Most of the work on equipment can be done by school staff. It is the duty of the operator to see that it is done. Rusty toys and such should be painted with rust-proof paint.
12. Do everything in your power to keep things from wearing or rusting out or being destroyed. Most nursery-kindergartens have to struggle to keep going financially. Replacing equipment is usually wasteful and unnecessary. Wasting supplies such as art materials is just as bad.
13. Never buy anything you can make or have donated. This ranges from frozen food containers to pianos. Ask for the cooperation of your community in giving the school whatever they can in the way of tin cans, containers, old utensils, pieces of linoleum, etc. Make a list of such things and give to the parents, asking for their cooperation. The more parents can do for the school, the more interest they will have in it.



HEALTH. SANITATION. AND SAFETY

There are several kinds of health - - - physical, mental, emotional, etc. The entire nursery-kindergarten program is planned to improve and preserve these various types of health. We have already talked of mental and emotional needs of small children, so will not discuss them here. We will confine ourselves to physical health and to the sanitary surroundings and practices necessary to health.

HEALTH EXAMINATIONS

There are two kinds of health examinations that are necessary in a nursery-kindergarten. Some states, counties and cities require both of them under their license or health systems. But whether they are required by these agencies or not, they certainly should be required by your school. This is because they provide protection for children, the staff, and community. Let's discuss these inspections or examinations.

Health examination by a Doctor at the time a child enters the school is absolutely necessary. This examination is sometimes made by a child's family doctor in his office, but sometimes at the opening of school the doctor will come to the school and examine all of the children at one time. The second plan usually costs less. If your county has a nurse, perhaps she could help arrange for this and help with the routine during examinations. All of the operating and teaching staff should be on hand to help too.

If your state, county, or town requires such an examination, you don't need to worry about what the doctor should look for or report on, because there will be blank forms for him to fill out answering the required questions. But if you have no such requirements "to go by", you will have to make out a card or sheet of your own for him to fill in. Since there is a section in this manual on forms and records where such forms will be included, we shall not discuss them here.

The important thing to remember is that an examination by a doctor is extremely important because it does these things:

1. Protects the children and staff from communicable or "catching" diseases like tuberculosis.
2. Provides a way of letting a child's parents know he needs treatment if such diseases are found.
3. Provides valuable information to teachers and

parents about a child's general state of health such as sight, hearing, and perhaps nutrition.

4. Tells you if a child needs extra attention as to rest and sleep, diet, etc.

Here are some ways you can help the doctor and nurse during these examinations:

1. Tell the children beforehand that they are to be examined but that the doctor will not use any needles or hurt them in any way. Say he will look at their throats, listen to their chests, etc.
2. Help the children remove any clothing necessary.
3. Wear light, clean clothing or a light apron.
4. Have a table nearby with books, puzzles, etc., to amuse children who must wait.
5. If a child seems fearful, comfort and reassure him quietly. Try to distract his attention.
6. Help re-dress a child and guide him to some interesting activity when the doctor has finished.

Of course a teacher cannot be a nurse as well, but she should learn some of the symptoms that indicate trouble. Reading simple books or pamphlets on health will help. The county health department will give you some of these to read.

Here are some of the things that should be done during morning inspection:

1. Sit down on a level with the child, turn him to the light or use a flashlight.
2. Look at each child's throat, using tongue depressors if necessary. Look for inflammation or white spots. A sore throat is a symptom of many diseases such as scarlet fever, measles, etc.
3. Feel behind the ears for lumps or swollen glands.

4. Look carefully at eyes, "runny" nose and ears, for signs of "runniness" that might mean a cold or worse infection.
5. Roll up sleeves and examine the skin for any red spots that might mean a contagious disease.
6. If a child has been out of school because of a contagious disease, observe the health department rules for re-admitting him. This department tells how long he should stay out of school after "coming down" with the disease.
7. If you are kind, cheerful, and matter-of-fact about these inspections, they are less likely to frighten a child who may be fearful at first. If a new child seems to be afraid, let him watch the others being examined first.

Alert teachers and other staff members will, of course, train themselves to watch for symptoms of illness all during the day. Sometimes a child seems well in the morning, but begins to show symptoms of illness later on. Always be on the look-out for coughing and sneezing and for runny noses. If symptoms appear after a parent has left his child, be sure to call him to return and take his child home. The greatest danger of contagion is when symptoms first begin to show up.

EQUIPMENT AND SANITATION PRACTICES.

In spite of careful examination and inspection there is always the danger that some child is "coming down" with a cold or some other infectious disease which does not show, and which he may "give" to others. Germs are passed to others through the mouth and nose, on hands, towels, dishes, etc. For that reason it is necessary to follow the following rules in the use of equipment and supplies:

1. Teach children to keep hands away from mouth and nose.
2. Never let a child share food he has touched with others. Teach him to touch only what he himself will eat.
3. Teach children to keep equipment and supplies out of their mouths.
4. Because the smaller ones especially will sometimes put hands and articles in their mouths,

all equipment should be washed often with a disinfectant or chlorine solution. This should be done immediately after any child in the school has "come down" with any infectious disease.

5. Hands must always be washed before meals and after using the toilet.
6. Cloth towels and wash cloths (if they are used) must be kept separate, and each child must use only his own.
7. Each child must use only his own sheets and blankets, which must not be stacked together, but kept separated.
8. Of course no child should use the drinking glass, cup, or plate used by another until it is washed or scalded.
9. All dishes must be washed with plenty of soap and scalded thoroughly.
10. Everything about the kitchen must be kept clean and sanitary.
11. If you have drinking fountains, teach children never to put their mouths directly on the bulbs but to hold mouths away from the fountain.
12. Use general cleanliness and the proper insecticides to keep bugs and rodents away. Be sure these are not injurious to children.
13. Keep the entire building and grounds in clean, sanitary condition at all times.
14. If a child shows signs of illness, keep him away from other children until he is taken home. An "isolation" room is ideal, but if you haven't one, separate a sick child in some way from the others.
15. Needless to say, all staff handling food or children should follow rules above.

In health and sanitation matters, perhaps the old adage applies more than in others: An ounce of prevention is worth a pound of cure.

EQUIPMENT AND SAFETY

Of course the word, safety, applies to all we have just said, but just now let's use the word as meaning prevention of accident. Although there are many ways in which accidents occur, many mishaps are due to faulty equipment. Let's consider here some precautions all nursery-kindergarten staff should consider at all times. Again -- an ounce of prevention - - - - - .

1. Never have equipment with nail points or heads sticking out.
2. Be sure all screws, nuts, bolts, etc., are tightly in place on wheel toys, swings, slides, and other equipment that might come apart and injure children.
3. Watch for wood splinters or rough metal edges on ANYTHING that might cut or scratch. Be sure to use antiseptics if there are cuts or scratches.
4. Be sure there are no rusty nails, tin cans, etc., about. If a child does get stuck, scratched, or cut with rusty objects, he should be taken to the doctor at once for a tetanus shot.
5. Avoid the following dangerous or undesirable equipment.

Scooters
Teeter Totters
Merry-go-rounds and May Poles
Swings with hard seats

6. Anchor all slides and other stationary equipment firmly in concrete, but do not place them on concrete flooring.
7. Never keep floors of buildings highly waxed so that children slip and slide.
8. Keep children under control so that they don't hurt each other.
9. Be sure any animals, insects, etc. kept at school are healthy and harmless.
10. Avoid disorderly running, sliding, etc. in the building.

11. Prevent children standing on furniture, jumping from too-high places, throwing hard balls, stones, sand, pebbles, or other objects.
12. Always be alert for dangerous situations and behavior.

FIRST AID EQUIPMENT AND PRACTICES

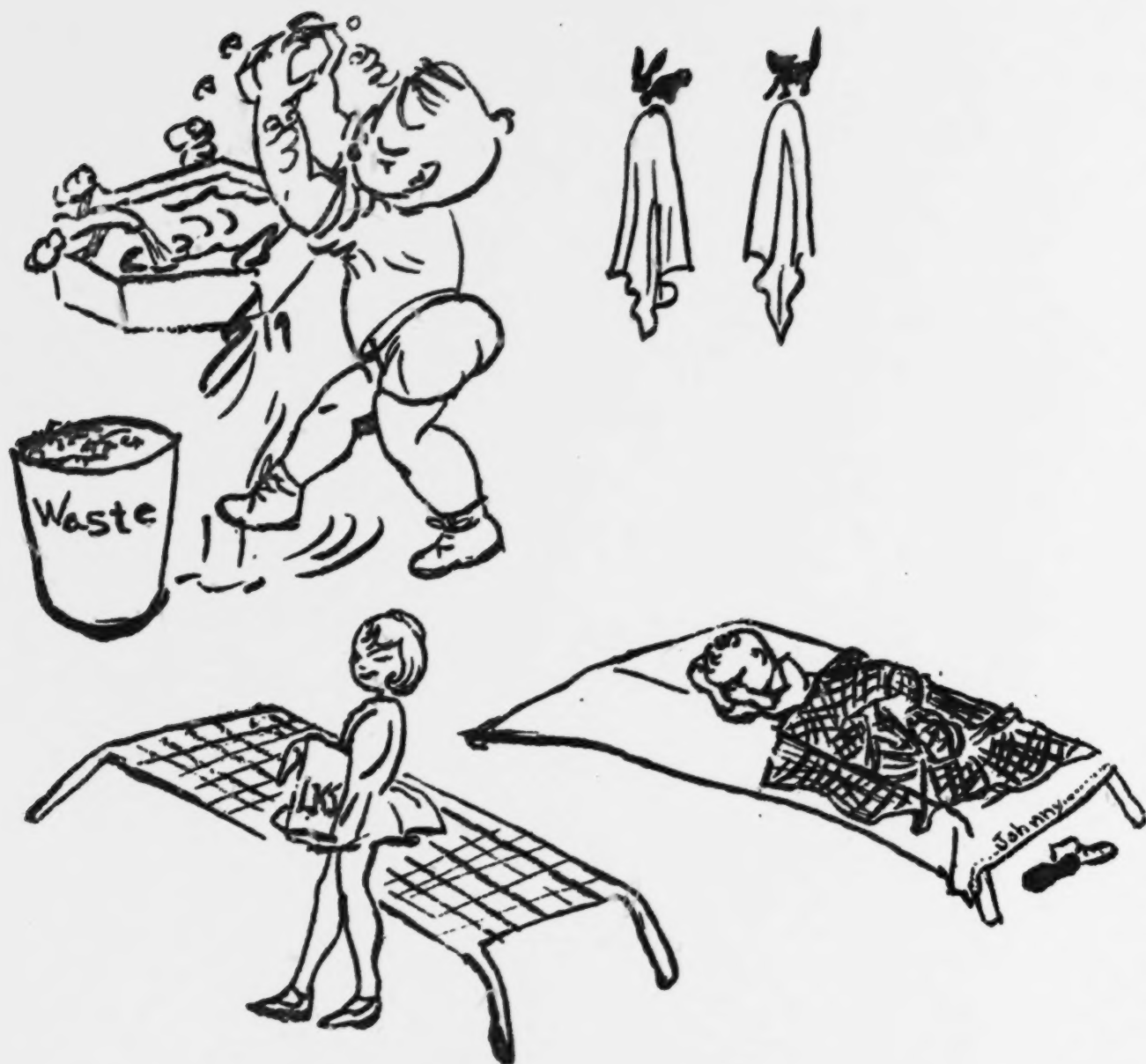
We can't give here a course in First Aid, of course. We can only say that it is necessary to have a good, well-equipped first aid kit on hand and that each staff member must know how to use the articles that are in it.

Your public health nurse (there is one in each county) will tell you what to put in a first aid kit and can give you pamphlets and booklets which will tell you how to use it.

If there is no Red Cross or adult education First Aid course available to you in your locality, perhaps you could persuade the Department of Education or the Health Department or Red Cross to give one that could be attended by you, public school teachers, and parents.

If there is no health department or other source of information on the proper first aid equipment and its use, your local drug store will be glad to help you collect the supplies and find directions for use.

You can always write to the Department of Health at your state capitol for health and safety information. Most of this material is free, and all is inexpensive.



ROUTINE ACTIVITIES

As we have said, the general feeling in a nursery or kindergarten is relaxed with each child following his own interests. However, some routine is not only necessary but also good for children. (And, let's face it, a certain amount is also good for the teacher's nerves.)

What are Some of the Activities that Call for Routine?

It is obvious that preparing and serving food must be done in an orderly way, using the same system each day so that children know what to expect. This is true also of toileting procedures, washing, nap time activities, dressing, keeping records, etc. The routines that affect children are also teaching processes because each child should be taught to be orderly when orderliness is called for. Let's consider each of the common "Routines" separately.

LUNCH TIME AND SNACKS.

Sometimes the noon meal is the largest and most important one for some or all of the children in your nursery-kindergarten. Therefore it is very important to be sure that your children are fed the right things in the right way.

There are so many important things to learn and use in feeding children properly that it would be impossible to include them all in this manual. For that reason we are including some material put out by the Pinellas County, Florida, License Board to help those responsible in planning and preparing the noon meal. You will find these valuable pages in the supplement at the back of the manual. Every teacher, cook, or operator concerned should study them thoroughly. The menus are well balanced and the recipes tasty and wholesome.

Included also is a FOOD SERVICE MANUAL FOR NURSERY SCHOOLS put out by the Florida State Board of Health. This too should be studied thoroughly and used. It gives you such useful and necessary information as: general rules for you to follow in feeding children; a daily food guide; how to plan menus; how to buy food for your school; how to store food and keep it free of germs; how to get other booklets on food for children. Studying this material is an absolute must for people who have not been trained in feeding children in groups.

In addition to the noon meal, there should be a snack in the middle of the morning and one during the afternoon if your children stay all day. This snack should be made up of fruit or vegetable juice and a cracker or graham cracker for each child. In the afternoon he might have

milk if you wish, but milk is too heavy to be served before lunch. Juice must not be highly colored or imitation flavored, and carbonated drinks are taboo. If your budget will not allow fresh milk, powdered milk is just as nourishing.

It is a learning experience for children to pour their own juice from a pitcher, especially for the older ones. A teacher should stand by, however, to help steady the pitcher. Children like to pass the crackers too, and that is a good sharing experience. When he has finished, each child should be taught to take his own paper napkin to the basket and to return his own cup or glass to the tray. This is a valuable lesson in taking responsibility.

Here Are Some Good Rules To Follow In Feeding Children.

1. First - study the material in the supplement!
2. Be sure that food is served attractively. No child (or adult either) likes to eat when food doesn't look good. Include some green, red, or yellow food on each plate.
3. Try your best to make the children happy while they eat. Let them talk and quietly laugh, because eating with others is a valuable experience. Never allow silliness which may grow into rowdiness, however.
4. Don't serve too much food to small eaters. It discourages them.
5. Encourage, but do not require a child to taste food he thinks he doesn't like.
6. Never fuss at a child or coax, force, or bribe him to eat.
7. Do not deny a child dessert if he doesn't finish his lunch.
8. Give a warning when lunch is almost over so that slow eaters and dawdlers may finish.
9. Have everything ready on time. An ounce of prevention is worth more than a pound of cure at a nursery-kindergarten lunch period. If everything has been well organized, if all is ready when the children are, there will be little trouble with "discipline".

10. Don't place talkative children together.
Put talkers with quiet ones.
11. Try not to have too many children at one table.
12. If a small child throws food on the floor as sometimes happens, don't fuss. Help him pick it up.
13. If a child is troublesome to his neighbors, have him eat alone, but be patient.
14. Don't expect a child to have the good table manners of an adult, but praise those who improve in table manners.
15. Expect two-year-olds to spill and don't fuss about it. They eat with spoons and use bibs.
16. Most three-year-olds and older can learn to eat nicely with forks and napkins.

WASHING PROCEDURES

Of course each child washes his hands before each lunch or snack and after going to the toilet. If any have not been trained to do this, it is double important to train him to do so in nursery or kindergarten. Habits of cleanliness learned when young stay with people all their lives. There are other times, too, when washing will be necessary -- after using clay or paints, making mud pies, and other "messy" activities.

Here Are Some Things To Do To Prepare For Washing Time:

1. Be sure soap is in place.
2. Bowls must be clean.
3. Have empty waste baskets at each bowl to receive paper towels.
4. If cloth towels and wash cloths are used, be sure there is one for each child, hanging nine inches apart on his own hook (and that he uses his own). Place the child's name or a picture of an animal or object above his hook.

Here Are Some Things To Remember During Washing Time:

1. Don't have too many children in the wash room or wash corner at one time.
2. Be sure that each child rolls up long sleeves.

Have older ones help the younger ones.

3. If younger children need help in washing, give (or have older children give) only as much as is needed.
4. Each child must see that his wash cloth and towel are hung up again on his own hook (unless paper towels are used.)
5. If he has a comb, each child should keep it in his locker, not in the wash room.
6. Never allow children to play in water at wash time as they will want to do. (Provide equipment for them to play with water during the regular program.)
7. If you must use wash bowls that are too high, be sure to have stools for the children to stand on.

TOILETING PROCEDURES

Children in the kindergarten can usually decide for themselves when they should go to the toilet. But nursery-age children will need to have regular times for going. Even the older ones sometimes become so interested in their work or play that they put it off too long. Two-year-olds (and sometimes three-year-olds) should be taken more often. It is a good idea for all in both groups to have a regular routine time to go, perhaps before each rest period and before lunch. The smallest should be taken after nap as well.

There are ways in which both parents and teachers may go wrong in helping children to learn good habits in relation to toileting. Wrong attitudes of an adult can affect a child in ways which may be bad for his personality or even his character. For that reason it is wise to learn some things to do and not to do in this respect.

Here Are Some Things To Remember In Toileting Procedures:

1. Never make a child who has an accident feel "dirty" or "naughty".
2. Change a child immediately if he is wet. Then he will be uncomfortable unless he is dry, and will learn more quickly to stay dry.
3. Carefully watch those who need it and remind them or take them in time.
4. Unless your toilets are made for children, be

sure to have stools for them to step up on. Small seats that are fastened to the larger toilets are necessary if large toilets must be used.

5. Be sure to keep a pleasant matter-of-fact attitude toward accidents and, in fact, all matters connected with toileting.
6. Be sure that each child washes his hands every time after using the toilet.

RESTING AND NAPPING PROCEDURES

It is absolutely necessary for small children to get enough rest and sleep. They grow and develop so fast that they need more rest and sleep than adults do. Besides, when they are awake, they are so much more active than most adults are.

Each nursery-kindergarten teacher should learn to recognize tell-tale signs of fatigue. Children do not know, so cannot tell, when they are tired. A child is usually tired if he:

1. Is listless and doesn't play.
2. Is cranky or whines.
3. Cries too easily.
4. Gets out of control quickly.

Here Are Some Ways That Usually Prevent Fatigue:

1. Help see that a child is well nourished.
2. Encourage parents to put children to bed early.
3. Do not let children exercise violently for very long periods of time.
4. After a period of active play guide them into quiet activities.

A teacher should know that children two, three, and four years old need 12 to 16 hours of sleep each day. Five-year-olds need 12 to 13 hours. If the children under your care get up too early or go to bed too late, they should have afternoon naps of two hours. The morning rest should be about 20 minutes. A child should not sleep too late in the afternoon or he will not go to bed on time at night.

Here Are Some Things To Do To Prepare For Rest Time:

1. Check temperature and ventilation.
2. Pull shades or curtains if possible.
3. Remove all attention-getting objects as far as possible.
4. Place plastic or oil cloth protectors on the cots of those who are likely to need them.
5. Have each child place his sheet and/or blanket (depending on the weather) on his cot. These sheets (and all blankets used without sheets) must be laundered each week and should be labelled with the owner's name. (There are pencils and pens which write on cloth.) After nap time each child should replace his sheet or blanket in his locker unless there is a separate room for sleeping and resting.
6. Place cots at least two feet apart, none in front of doors.

Here Are Some Pointers To Remember In Rest Time Procedure:

1. Require absolute quiet at rest time. A quiet voice on your part will help.
2. Place children on cots so that heads and feet are alternated.
3. Sometimes the reading of a story or a quiet song by the teacher will bring a restful atmosphere.

DRESSING

There will not be much dressing and undressing in a nursery or kindergarten, but some is, of course, necessary. Shoes are removed before naps and replaced afterwards. In cold weather coats, sweaters, or jackets are removed and put on at arrival and dismissal times and before and after outdoor periods. In the nursery, wet or soiled clothing sometimes needs to be changed.

It is always a good thing to have a change of clothing for each child. If each brings his own, every piece should be marked with a pen or pencil made for that purpose. (Business supply stores carry them.) If the school has a common supply of clothing donated by church or

service groups, these should be stored by sizes and need not be labelled.

Here Are A Few Pointers In Connection With Dressing Procedures:

1. Give a child help when he really needs it, but never help more than necessary. Try to teach him to be independent, but be patient and kind.
2. Encourage the older or more advanced ones to help the younger or slower ones.
3. If a child is trying hard to tie his own shoes, or button his coat or sweater, give him all the time possible to do so.
4. Here is a fine way to teach children to put on their own coats, jackets, and sweaters:

Teach the child to lay the garment on the floor or a low table with the right side down and the sleeves toward him. Now have him wriggle his arms into the arm holes. Then have him raise his arms straight up and back. The garment will slide into place. (A little wriggling will help.) This makes even the two and three-year-olds quite independent.

5. Be sure that each child hangs his things on his own hook, placing small things like caps or mittens in pockets, in sleeves, or on locker shelves. This is a fine place to help teach orderliness.
6. Pictures of animals or objects cut from magazines and pasted or taped above hooks or lockers will help them to identify their own. Names, printed in "manuscript", can also be used. In this way a child will soon learn to recognize his own name.

RECORDS AND RECORD KEEPING

Records of several kinds are very necessary in a nursery-kindergarten. But they take a great deal of time, and only useful ones should be kept. Some teachers complain that they have to keep so many records that they have little time for the children.

Let's consider, then, only the records which are necessary or useful. These fall roughly into two kinds; records that help you run the school smoothly and records

that help you in your relation to each child.

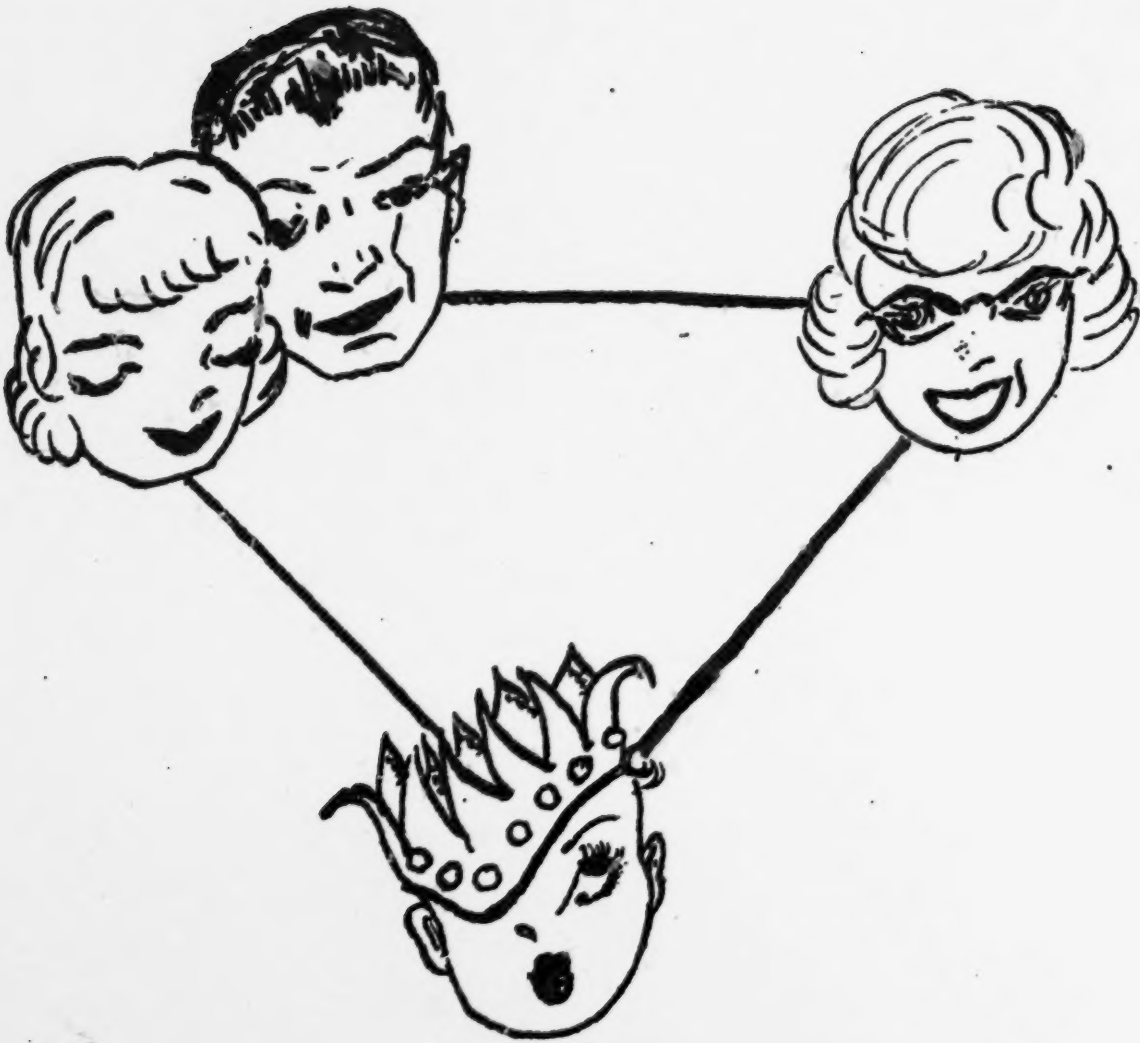
These are some of the kinds of records which help you run your school smoothly: Enrollment, attendance, financial.

There is not much to say about these except that they are all absolutely necessary and should be kept in an orderly way. The attendance and financial records should each be kept in a book or folder of their own; the enrollment cards may be kept in a file box or filed in each child's manila folder with records outlined below.

These are some kinds of records which will help you know and understand each child:

1. Health records, including immunization dates, illnesses, physical defects, etc.
2. Running records commenting on the child's likes, dislikes, behavior problems, emotional reactions, etc. Anything that you observe that will help you in working with and helping the child should be recorded here. Talks with parents about the child should be summarized in this record. A manilla folder for each child should contain all of this data. This folder should contain also all notes from parents such as those giving permission for excursions, shots by nurse or doctor, etc.
3. Eating, sleeping, and toileting records help both the teacher, and the parent. Any irregularity in these habits should be reported to the parent when the child is taken home so that the parent can watch for signs of illness or other disturbance.
4. Height and weight records are sometimes kept if there is sufficient time.

Sample forms for each of these types of records are included in the supplement at the back of this manual. For that reason we will not outline here the requirements of each. These sample forms may be reproduced and used as they are if they fit the needs of your particular school. If not, they may be adapted to fit your situation.



HOME-SCHOOL RELATIONSHIPS

It is very important that each teacher in a nursery-kindergarten work with the parents. It is almost impossible for a teacher to understand a child without talking with parent to understand what the teacher is trying to do in relation to the child unless he has a chance to talk with the teacher.

Many parents have had no experience with a nursery-kindergarten and so, without help, they cannot possibly understand what the school is trying to accomplish with their children.

When a child starts to nursery or kindergarten, if there is no connection between the home and the school, he may become confused. At best, starting to school, being separated from his mother, and becoming acquainted with so many other children and teachers is hard for a little child. It is up to the teacher, then, to make it as easy as possible by trying to bring about understanding between the home and the school.

Sometimes it's hard to be tactful and patient when parents fail to understand what a nursery-kindergarten is for; but we should try to be sincere; be willing to talk with parents; use common sense; remember that the parent is even more interested in his child than we are.

A letter to parents before school opens is important in bringing about the understanding you want. Here is a sample letter that you might use as a guide. (A letter like this should also go to each parent who brings his child to the school later in the year.)

Name of School

Date

Dear Parents:

This letter is written to explain the nursery-kindergarten to you. We hope that you will read and study it and then come to school to ask questions about anything you don't understand. You are welcome to visit the school at any time and to come to the next meeting where you and others can ask questions. In the meantime, we are going to ask and answer some of the questions you may have.

WHAT IS A NURSERY-KINDERGARTEN?

A nursery-kindergarten is a place where a child learns. It may look to a grown-up as if the children are only playing, but they are really working in their own way. And through this work they learn such things as:

1. How to get along with other people, which is very important.
2. How to do things like making objects out of wood, clay, paints, dough, crayons, and other materials.
3. How to make themselves understood better through language. They learn to listen, explain things, tell things clearly, etc.
4. How to enjoy music through singing, beating out rhythms, making up songs and tunes, listening to music, and in other ways.
5. How to work and play safely and according to rules of good health.
6. How to enjoy nature which is with them all of their lives and free to all who learn to enjoy it.
7. How to use imagination. This is important because all progress in life comes through someone's imagination.

A nursery-kindergarten is a place where a child grows mentally. He learns to think for himself. He becomes interested in more things. He becomes able to stick to one thing for a longer period of time. He improves in his ability to do the things he thinks about doing.

A nursery-kindergarten is a place where a child begins to control his emotions. As his interests grow, each child is able to control his anger, his tears, and even his feelings of joy and happiness. The teacher gives him activities that allow him to express his emotions in useful ways.

A nursery-kindergarten is a place where children are taught to get along with others. Most of the troubles in the world come because people can't get along with each other. In a nursery-kindergarten your child will begin to learn that: others' rights and feelings and property are as important as his own. He learns to be more kind, courteous, and helpful. He also learns to do helpful things in the group.

A nursery-kindergarten is a place where children develop their muscles properly. By giving them the proper equipment, work and exercise, the teacher helps them to develop large muscles first.

A nursery-kindergarten is NOT a place where children learn to read and write and use numbers. The things they learn here get them ready for first grade where they will learn these things, but most of them are not ready at this age for "book learning".

Will my child be fed and given a rest period?

If you leave your child with us all day, he will be given juice and a cracker in the middle of the morning and the middle of the afternoon. At noon he will be given a good, nourishing, hot lunch consisting of a meat or meat substitute, vegetable, bread, milk, and dessert. After lunch he will be given a cot to sleep or rest on. During the rest period there is complete quiet so that he can sleep.

What are the days and hours during which the school is open?

School opens on the (date) day of (month) and closes on the (date) of (month). There are holidays during which there will be no school. These are (Name the days during which your school will not be open.)

School opens for the day at (time) in the morning and closes at (time) in the evening. You may bring your child between (time) and (time) in the evening and pick him up anytime after p.m. But all children must leave the building before p.m. Please pick them up promptly.

May I bring children of any age to your school?

No. We do not accept babies. This is not a day-care center, but a nursery-kindergarten. If your child is no younger than two and no older than five, we will be glad to accept him in our school if the doctor says he is able to come.

How much does it cost to send my child to your school?

Our fees are per week for each child. However, if you send two children, the fee for the second child is only per week. If you send three children, the fee for the third child is only per week. Fees must be paid on the first day of each week.

Do you have a place to care for a child if he has a cold or is sick? No. We are sorry, but if your child has a cold or is sick in any other way, we cannot accept him

for the day he is sick. We have no nurse or sick room. Besides, a sick child may "give" his illness to someone else. You should keep a child at home if he has a sore throat, a runny nose, a cough, fever, a rash, earache, or headache. Please be sure to notify us if he has a "catching" disease so we may protect the other children.

Must my child have a health certificate before he comes to school? Yes. You must take him to your own doctor if he enters school after the first day. If he comes on the first day, we will try to have a doctor here to examine him with the others at a smaller fee than you might have to pay if you go to the doctor's office. We will let you know if we have a doctor here and how much the fee will be.

What will I be expected to furnish my child for his needs in the nursery-kindergarten? These are the things a parent should bring to the nursery-kindergarten for each child:

1. An extra set of clothing so that he can change in case of need.
2. A sheet.
3. An old shirt that can be worn as a smock. Remove collar and sleeves for painting.
4. A blanket for his nap.

Each piece of clothing, sheet, blanket, etc., should have the child's name written on it with a special "laundry pencil". If you prefer, we can do this for you. Extra clothing should be wrapped in paper and tied.

What kind of clothes should a child wear to nursery-kindergarten? Please don't dress your child in clothes that are too good or too fancy. He will be working with paints, clay, dough, chalk, and other things which may soil clothes. He may even be making mud pies and almost certainly will be digging in sand or dirt and using water in his work and play.

In hot weather old, light, no-iron play suits or shorts and jerseys for both boys and girls are best. In cool or cold weather, corduroy slacks, coveralls or jeans are ideal, with jerseys and sweaters.

May I send my child's favorite toys and food to school with him? We are sorry, but we cannot allow toys or food brought from home without our permission, which will only be granted on special occasions. If your child is on a diet please discuss this with us, and arrangements can be made.

Must I pick the child up myself each day to take him home? No, but the same person must pick him up each day unless you send written permission for him to go home with someone else.

May I leave my child at the school any day I want to if I pay the fee each day? No. We are sorry but your child must be enrolled regularly if he is to attend at all.

How can I help the nursery-kindergarten? I know this is a community school which is not run for profit and that everyone in the community should help all they can.

There are many ways parents can and should help their Community Nursery-Kindergarten. Here are some of them:

1. Talk to the teacher about any problems you have with your child, but remember not to discuss a child in front of him. Visit the school so that you will understand what we are trying to do for and with your child. Give us your ideas so that we can work out together what is best for the school and the children.
2. Come to the parents' meetings every time. There will be new problems coming up at each meeting. You can help solve them. Many heads are better than one or two.

Parent-teacher meetings will be held on the (first, second, third, or fourth) (Monday-Tuesday-Wednesday-Thursday-Friday) of each month at the nursery-kindergarten. We are interested in your child and want to give this extra time. We know you are even more interested than we are and will come.

3. Listen to what your child tells you in the evening and take time to admire work he may bring home. Be sure to read any notes he brings home for you.
4. If the child is upset about anything, it will help if you tell the teacher about it so that she can help during the day.
5. Help the child understand and appreciate his teacher.

6. Help make and mend equipment, repair buildings, care for the grounds, etc. Since this is a community non-profit school, each parent should be willing to give a certain amount of his time and talents for the needs of the school. Men can repair; women can sew, and so on.
7. If there are excursions, your help with transportation will be needed and appreciated.
8. Take part in fund-raising activities to support the school. No school of this kind is self-supporting. Unless very large fees are charged, there must be some outside help. Even grants from Community Chests, United Funds, and so on are usually not enough. So there must be fund-raising activities like bake sales, fish fries, rummage sales, bazaars, etc., to help support the school. YOUR HELP IS NEEDED FOR ALL OF THESE.
9. If you are not working, there are many jobs around the school that you can help with during school hours. Talk with your head teacher to find out how you can help by volunteering one or more hours per week.
10. To sum up, we hope you will take an interest in your nursery-kindergarten in every way. It is YOUR child we are working for and with. Let's work together for his good!

Even if I cannot afford to pay the fees, is there any way I can arrange to send my child to the nursery-kindergarten? There may be. Be sure to talk with the operator or head teacher about this. Sometimes there are ways you can arrange for "working scholarships" to help pay your child's fees. There are interior cleaning jobs, window washing, yard maintenance, carpentry work, painting, and other chores that you may be able to do evenings or on your days off to pay these fees.

May we have your child with us in your Community Nursery-Kindergarten this year? We want to work with you for the good of your children.

Sincerely,

(Signature)

(Title)

If you have, or can find, no other way of preparing this letter, it is possible that the Community Service Foundation can do it for you.

This letter should be followed up by one or more people who will visit the homes of each child between the ages of two and six who has not been enrolled within two weeks of opening date. These home visitors should find out why the child is not enrolled and try to find ways of correcting the situation.

Hold frequent conferences with the parents. In addition to sending letters home to tell the parents about the school, it is always good to talk with them alone. This should be done without fail before or when the child is enrolled. This is the time to answer any questions the parents may have about your letter or about the school in general.. It is also the time to emphasize any points which need emphasis even though they were included in the letter.

During the school term there will be times when you will want to talk with some of the parents alone about their children. Perhaps Susan is having trouble getting along with the other children. The parents may explain this in a way that will help you to guide her.

Be sure not to make these conferences with parents a "telling" time on your part. Realize, and make the parents realize, that you are asking for their help and co-operation as well as offering yours. This should be a time of sharing ideas and information for the good of the child.

But the teacher should always remember that the parent cannot dictate the policies of the school. After all, she is trained (and the parent probably is not) in child care. Therefore each teacher must accept what information a parent can give, listen to his suggestions, accept what she can, and then do what is best according to what she has learned about child training and nursery-kindergarten operation. Great tact is necessary in talking with parents so that they do not feel that you are taking their children out of their hands. Take a parent's advice about his child wherever you can without violating the principles of child care.

Sometimes you will want to visit the child's home and talk with the parents there. This may be very helpful to you in understanding the child. Knowing about his home problems can help you to decide what his school needs are.

Whether you talk with parents at school, when you see them at the store or on the street, or before and after parents' meetings, always remember never to discuss a child in his presence, unless, of course, you want to tell the parent about something good the child has done, in order to encourage him.

And always remember that talks with parents are a time of sharing, not of telling. You can learn much about a child by becoming acquainted with his parents. If you feel that the parents of the children in your school need instruction in child care, arrange to have courses given, if possible, through adult education classes, or provide talks by experts at parents' meetings. You may explain the principles of the school, and, if you have gained the confidence of the parent, make suggestions. But never tell him bluntly what to do.

Encourage parents to visit the school as often as they can. If parents become acquainted with the school and the teachers, they are much more likely to cooperate. This is because they understand what it is all about.

When parents come to school to leave their children, to pick them up, or to make special visits, take time to show them things and to explain the work of the school. But remember never to ask the children to "show off". You might invite parents to join you and the children in their juice time or to take part in their singing and dancing activities. A parent who sings, plays, or reads well might even be asked to entertain the children.

Every effort should be made to get people to attend parent-teacher meetings. You may want to call your group meetings by some other name. But, no matter what you call it, be sure that you have the attendance of every possible parent and other members of the community. Of course one way to have good attendance is to have interesting programs or activities.

When parents take part in the work and activities of the nursery-kindergarten - when they help plan - they will naturally become interested. Therefore, it is important at one of the early meetings to invite them to help plan. Putting people on committees, setting them to work, gets and keeps their interest.

Some group meetings are discussion groups, some are working groups, and some are social groups. But the most successful meetings combine all of these. These group meetings should share ideas, activities, and good times. Sometimes the same meeting will include all three;

sometimes a meeting will have only one or two.

1. During the discussion sessions, there may be someone from outside the community talking about child care with a question and answer session to follow. The teacher may tell the parents about the work of the school with a discussion period following. A group of parents may present the program, leading discussions.
2. Working sessions may include working on school equipment like building easles, making hollow blocks, mending toys, books, etc. Or members may help mark blankets, sheets, clothing with children's names; make curtains, clean windows, paint walls, furniture, and equipment. In and around community nursery-kindergartens there are almost hundreds of things that people in the community can do to help out. Most community schools need this help in order to save money as there is seldom enough money without this help.
3. Every meeting should include a social period. It is important for people of a community to play as well as work together and for teachers to work and play with them. It is through such activities that people come to know, enjoy, and understand each other. When people meet to work and have fun together for the benefit of their children, they are having the highest type of social contacts. Sometimes it is during the "social" part of an evening that people share their best ideas and certainly they become better acquainted at that time.

Sometimes a meeting can consist of a movie telling about child care principles. Perhaps you could borrow the public school movie equipment with someone to run it, and send for one of the good films put out by the state or national departments of health, education, or welfare. Private companies also have good films on child problems. Here are some of them:

1. Frustrating Fours and Fascinating Fives (McGraw-Hill)
2. Fears of Children (International Film Bureau)
3. Play is our Business (Sundial)
4. Children Learning by Experience (United World Films)
5. This is Robert (New York University Film Library)

Your public or school librarian can probably tell

you the addresses of these companies.

In summary - - - remember ANYTHING you can do to become better acquainted with the parents of your pupils and to make them better acquainted with you and the school is good. You may be able to think of other ways to bring the people and the nursery-kindergarten together.

Remember that since it is a community nursery-kindergarten, this is their school. Miss no opportunity to make them feel that it is theirs as well as yours, that you are working together for the good of their children.